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INDIANA BULLETIN

The Graduate School Catalog

1974-75



INDIANA UNIVERSITY OF PENNSYLVANIA
INDIANA, PENNSYLVANIA

VOLUME 79 SEPTEMBER, 1973 NUMBER 6

THIS UNIVERSITY IS ACCREDITED BY THE NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION FOR THE PREPARATION OF ELEMENTARY AND SECONDARY TEACHERS AND TEACHERS IN THE SPECIAL FIELDS OF ART, BUSINESS, HOME ECONOMICS, MUSIC, DRIVER AND SAFETY EDUCATION, DENTAL HYGIENISTS, AND PUBLIC SCHOOL NURSES, AND BY THE MIDDLE STATES ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS. THE UNIVERSITY IS A MEMBER OF THE COUNCIL OF GRADUATE SCHOOLS IN THE UNITED STATES.

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STAFF FROM ALL RACIAL, RELIGIOUS, NATIONALITY AND SOCIO-ECONOMIC
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EQUAL OPPORTUNITY FOR ALL PERSONS REGARDLESS OF RACE, COLOR,
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TABLE OF CONTENTS

CALENDAR FOR 1974 - 1975	5
TENTATIVE SCHEDULE FOR 1974 - 1975	9
THE GRADUATE SCHOOL AT INDIANA	27
ACADEMIC INFORMATION	33
SERVICE COURSES TO VARIOUS PROGRAMS	63
PROGRAM CURRICULA: A TO Z	67
DIRECTORY AND INDEX	213
RESEARCH APPROVAL FORMS	233



CALENDAR
FOR 1974-1975

CALENDAR

1974 – 1975

FALL SEMESTER, 1973–1974

- August 1—Students who plan to take graduate work during the fall semester must have an application for graduate study approved on or before this date.
- August 15—Tentative class programs for fall semester must be submitted by this date.
- September 4—Payment of fees for all graduate students in fall semester must be completed by this date.
- September 10—Fall semester classes begin.
- October 1—Prospective January graduates must have filed an application for graduation on or before this date.
- November 6—Election Day, no classes.
- November 20—Thanksgiving vacation begins at close of classes.
- November 27—Thanksgiving vacation ends at 8:00 a.m.
- December 3—Final draft of research project or thesis due for January graduates.
- December 21—Semester ends. (End of finals.)

SPRING SEMESTER, 1974

- December 1—Students who plan to take graduate work during the spring semester must have an application for graduate study approved on or before this date.
- December 15—Tentative class programs for spring semester must be submitted by this date.
- January 19—Payment of fees for all graduate students in spring semester must be completed by this date.
- January 19—Spring semester evening classes begin.
- March 1—Prospective May graduates must have filed an application for graduation on or before this date.
- April 1—Final draft of research project or thesis due for May graduates.
- April 2—Easter vacation begins at close of classes.
- April 23—Easter vacation ends 8:00 a.m.
- May 17—Semester ends. (End of finals.)
- May 19—Commencement.

PRE-SESSION, 1974

- May 1—Students who plan to take graduate work during pre-session must have an application for graduate study approved on or before this date.
- May 15—Tentative class programs for pre-session must be submitted by this date.
- June 1—Prospective August graduates must have an application for graduation approved on or before this date.
- June 3—Payment of fees for all graduate students in pre-session must be completed on or before this date.
- June 3—Pre-session classes begin.
- June 21—Pre-session classes terminate.

MAIN SESSION, 1974

- June 1—Students who plan to take graduate work during main session must have an application for graduate study approved on or before this date.
- June 15—Tentative class programs for main session must be submitted by this date.
- June 25—Payment of fees for all graduate students in main session must be completed on or before this date.
- June 25—Main session classes begin.
- June 28—Final draft of research project or thesis due for August graduates.
- August 1—Main session classes terminate.

POST-SESSION, 1974

- July 1—Students who plan to take graduate work during post-session must have an application for graduate study approved on or before this date.
- July 15—Tentative class programs for post-session must be submitted by this date.
- August 5—Payment of fees for all graduate students in post-session must be completed by this date.
- August 5—Post-session classes begin.
- August 23—Post-session classes terminate.
- August 25—Summer Commencement.

FALL SEMESTER, 1974–1975 (Tentative)

- August 1—Students who plan to take graduate work during the fall semester must have an application for graduate study approved on or before this date.
- August 15—Tentative class programs for fall semester must be submitted by this date.
- September 9—Payment of fees for all graduate students in fall semester must be completed by this date.
- September 9—Fall semester classes begin.
- October 1—Prospective January graduates must have filed an application for graduation on or before this date.
- November 26—Thanksgiving vacation begins at close of classes.
- December 3—Thanksgiving vacation ends 8:00 a.m.
- December 2—Final draft of research project or thesis due for January graduates.
- December 20—Semester ends. (End of finals.)

SPRING SEMESTER, 1975

- December 1—Students who plan to take graduate work during the spring semester must have an application for graduate study approved on or before this date.
- December 15—Tentative class programs for spring semester must be submitted by this date.
- January 18—Payment of fees for all graduate students in spring semester must be completed by this date.
- January 18—Spring semester classes begin.
- March 1—Prospective May graduates must have filed an application for graduation on or before this date.
- April 1—Final draft of research project or thesis due for May graduates.
- March 18—Easter vacation begins at close of classes.
- April 8—Easter vacation ends 8:00 a.m.
- May 16—Semester ends.
- May 18—Commencement.



**TENTATIVE SCHEDULE
FOR 1974-1975**

TENTATIVE SCHEDULE OF CLASSES

Most General Service Courses are offered each semester.

During Pre and Post Sessions Period I classes meet from 8:00 to 9:15 a.m. and from 11:00 to 12:15 p.m.; Period II classes meet from 9:30 to 11:00 a.m. and from 12:30 to 2:00 p.m. Evening courses meet from 5:00 to 6:15 p.m. and from 7:15 to 8:30 p.m.

Main Session periods run as follows: Period I 8:15-9:15 (2 cr.) or 8:15-9:40 (3 cr.); Period II 9:50-10:50 (2 cr.) or 9:50-11:15 (3 cr.); Period III 11:25-12:25 (2 cr.) or 11:25-12:50 (3 cr.); Period IV 1-2 p.m. (2 cr.) or 1-2:25 (3 cr.).

Tentative Schedule of Classes

PRE—SUMMER SESSION, 1974

			Period
Anth	595	Pre-History (3 cr.)	2
Art	510	Art & The Exceptional Child (3 cr.)	2
Art	513	Research in Art Education (2 cr.)	1
Art	547	Metalry I (3 cr.)	1
Art	562	Oil Painting I (3 cr.)	2
Bio	554	Advanced Ornithology (3 cr.)	8-10:45 a.m.
Bus	554	Cooperative Vocational Office & Distributive Ed. (2 cr.)	1
Bus	562	Improvement of Instruction in Accounting & Business Math (2 cr.)	2
Chem	500	Special Studies (1-6 cr.)	2
Chem	602	Chemistry in Manufacturing Processes (3 cr.)	1
Chem	630	Organic Chemistry (3 cr.)	1
Chem	690	Research (1-6 cr.)	2
CnEd	527	Consultative & Counseling Theory (Elem.) (2 cr.)	2
CnEd	531	Philosophy & Principles of Guidance (2 cr.)	2
CnEd	533	Evaluation Techniques: Principles (2 cr.)	2
CnEd	537	Counseling & Consultative Theory (Sec.) (2 cr.)	2
CnEd	538	Management of the Guidance Services (2 cr.)	1
Crmn	510	Advanced Seminar on Probation & Parole (3 cr.)	1
Econ	501	Foundations of Modern Economics (2 cr.)	6-7:15—7:45-9 p.m.
EdPsy	501	Special Topics in Educational Psychology (2 cr.)	Arranged
EdPsy	550	Internship I (2-12 cr.)	Arranged
EdPsy	573	Psychology of Adolescent Education II (2 cr.)	1
Ed	500	Basic Foundations of Reading Instruction (2 cr.)	2
Ed	510	Teaching of Reading in the Secondary Schools (2 cr.)	2
Ed	540	Supervision & Student Teaching (2 cr.)	Evenings

EIEd	531	Curriculum Problems in Elementary Education (2 cr.)	1
EIEd	551	Recent Innovations in Elementary Education (2 cr.)	1
EIEd	554	Administration of the Elementary School (3 cr.)	1
EIEd	555	Recent Trends in Human Development & Learning (2 cr.)	1
ElSc	530	Quantitative Tools for Elementary Science (2 cr.)	2
ElSc	570	Geology (2 cr.)	1
ElSc	580	Astronomy (2 cr.)	2
ElSc	588	Field Natural History of Western Penna. (2 cr.)	2
Eng	556	Modern British Poetry (2 cr.)	2
Eng	577	Major Writers: Emerson (2 cr.)	2
Eng	581	Major Writers: Swift (2 cr.)	1
Eng	590	Major Writers: Mark Twain (2 cr.)	1
Eng	593	Major Writers: Fitzgerald & Lewis (2 cr.)	2
FdEd	511	Historical Foundations of Education (2 cr.)	5-6:15 p.m. -- 7:15-8:30 p.m.
FdEd	512	Philosophical Foundations of Education (2 cr.)	2
FdEd	513	Social Foundations of Education (2 cr.)	1
FdEd	513	Social Foundations of Education (2 cr.)	5-6:15—7:15-8:30 p.m.
Geog	512	Settlement Geography (2 cr.)	1
Geog	522	Aerospace Science (2 cr.)	1
Geos	591	Field & Laboratory Investigations in Geoscience (2 cr.)	Field Trip
Grad	550	Research & Thesis (Var. cr.)	Arranged
Grad	650	Dissertation (Var. cr.)	Arranged
HP	530	Workshop in Comm. School Health Ed. (2 cr.)	8-12 a.m.
Hist	511	Readings in History (2 cr.)	1
Hist	521	History Seminar (2 cr.)	2
Hist	554	History of Russia to 1917 (3 cr.)	2
HE	522	Seminar in Human Development (2 cr.)	1
HE	570V	Home Economics in American Education (3 cr.)	1
HE	574V	Seminar in Home Economics Education (3 cr.)	1
LRes	500	Seminar in Learning Resources (2 cr.)	1
LRes	501	Classroom Use of Motion Pictures (2 cr.)	2
Math	510	Teaching of Junior High School Mathematics (2 cr.)	2
Math	600	Methods of Research in Mathematics (2 cr.)	1
Math	601	Methods of Research in Mathematics Education (2 cr.)	1
Math	690	Independent Study (2 cr.)	2
Mus	528	Contemporary Approaches to Elem. Music Ed. (2 cr.)	2
Mus	537	Techniques of the Marching Band (2 cr.)	1
Phys	512	Curriculum Developments in Sec. School Physics (2 cr.)	2
PolS	501	Studies in Political Science (3 cr.)	1
PolS	553	American Political Parties (3 cr.)	2
Psy	530	Psychology of Growth & Development (2 cr.)	1
Psy	533	Psychology of Personality (2 cr.)	2
Psy	534	Abnormal Psychology (2 cr.)	2
Psy	540	Community Psychology & Mental Health (2 cr.)	1
Psy	571	Seminar in Psychology (2 cr.)	2
Soc	562	Deviant Behavior (3 cr.)	1
SS	510	New Approaches in Social Science Instruction (2 cr.)	2
SS	514	Research Methodologies in the Social Science (2 cr.)	1
SS	514	Research Methodologies in the Social Science (2 cr.)	1
SS	521	Contemporary American Issues (2 cr.)	1
SH	504	Diagnostic Methods (2 cr.)	1
Span	522	Seminar on Cervantes (2 cr.)	1
SE	531	Psychology of the Exceptional Child (2 cr.)	1
SE	555	Practicum & Internship (2-6 cr.)	Arranged

Tentative Schedule of Classes

MAIN SUMMER SESSION, 1974

			Period
Anth	592	Comparative Cultures (3 cr.)	2
Art	511	Art Curriculum Development in Art Education (3 cr.)	1
Art	521	Contemporary Movements in Art (2 cr.)	2
Art	524	Art of the East (3 cr.)	1
Art	525	Architectural Influences in a Contemporary Society (3 cr.)	1
Art	540	Graduate Studio in Ceramics (3 cr.)	3
Art	544	Graduate Studio in Fabrics (3 cr.)	3
Art	565	Graduate Studio in Water Color Painting (3 cr.)	2
Art	568	Graduate Studio in Print Making (3 cr.)	2
Bio	526	Molecular Genetics (3 cr.)	2
Bio	530	Instrumentation (3 cr.)	2
Bio	554	Advanced Ornithology (3 cr.)	3
Bio	556	Animal Ecology (3 cr.)	4
Bio	561	General Physiology (3 cr.)	3 & 4
Bio	600	Methods of Research in Biology (2 cr.)	1
Bio	612	Biology Seminar (1 cr.)	2
Bus	506	Interpretation of Accounting Data (2 cr.)	1
Bus	510	Business Communications and Report Writing (2 cr.)	1
Bus	521	Principles of Marketing (2 cr.)	3
Bus	533	Case Problems in Business Law (2 cr.)	2
Bus	536	Automated Data Processing I (4 cr.)	4
Bus	540	Cooperative Work Experience in Office or Distributive Occupations (4 cr.)	Arranged
Bus	550	Principles and Problems of Business Education (2 cr.)	1
Bus	552	Seminar in Business Education (2 cr.)	4
Bus	560	Improvement of Instruction in Secretarial Courses (2 cr.)	2
Bus	563	Improvement of Instruction in Office Practice (2 cr.)	3
Bus	570	Economic Backgrounds of Business (2 cr.)	3
Chem	500	Special Studies (1-6 cr.)	Arranged
Chem	546-547	Biochemistry I and II (4 cr.)	2
Chem	610	Inorganic Chemistry (3 cr.)	3
Chem	621	Electroanalytical Chemistry (3 cr.)	1
Chem	690	Research (1-6 cr.)	Arranged
CSci	501	Computer Programming for Research (2 cr.)	2
CnEd	525	Case Study Technique (Elem) (2 cr.)	1
CnEd	526	Information Service (Elem) (2 cr.)	2
CnEd	531	Philosophy and Principles of Guidance (2 cr.)	3
CnEd	533	Evaluation Techniques: Principles (2 cr.)	1
CnEd	534	Evaluation Techniques: Applications (Sec.) (2 cr.)	4
CnEd	535	Case Study Technique (Sec) (2 cr.)	3
CnEd	536	Information Service (Sec) (2 cr.)	3
CnEd	538	Management of the Guidance Services (2 cr.)	2
CnEd	540	Supervised Practicum (Elem) (4 cr.)	3 & 4
CnEd	541	Supervised Practicum (4 cr.)	1 & 2
CnEd	546	Encounter and Sensitivity in Counseling (2 cr.)	3 & 4
CnEd	550	Supervision of Guidance Workers (4 cr.)	1 & 2
CnEd	550	Supervision of Guidance Workers (4 cr.)	3 & 4
Crnm	501	Criminological Theory (3 cr.)	Evenings
Crnm	598	Graduate Readings in Criminology (3 cr.)	Evenings
Econ	552	Comparative Economic Systems (3 cr.)	3
Econ	555	Labor Economics (2 cr.)	TBA
EdPsy	501	Special Topics in Educational Psychology (2 cr.)	Arranged
EdPsy	504	Educational Psychology II (2 cr.)	1
EdPsy	518	Interpretation of Educational and Psychological Tests (2 cr.)	2
EdPsy	550	Internship I (2 cr.)	Arranged

EdPsy	573	Psychology of Adolescent Education II (2 cr.)	2
EdPsy	576	Behavior Problems II (2 cr.)	1
EdPsy	580	Pupil Adjustment (2 cr.)	3
Ed	500	Basic Foundations of Reading Instruction (2 cr.)	1
Ed	501	Diagnosis and Remediation of Reading Disabilities (2 cr.)	3
Ed	502	Reading Practicum: Diagnostic Case Studies (2 cr.)	3 & 4
Ed	503	Reading Practicum: Remedial Case Studies (2 cr.)	3 & 4
Ed	505	Administration and Supervision of Reading Programs (2 cr.)	2
Ed	509	Evaluative Instruments in Reading (2 cr.)	3
Ed	596	Independent Study in Reading Education (2 cr.)	Arranged
ElMath	502	Basic Concepts in Mathematics II (2 cr.)	1
ElMath	509	Introduction to Number Theory (2 cr.)	1
ElMath	512	Introduction to Probability and Statistics (2 cr.)	3
ElMath	520	Curriculum and Instruction in Elementary School Mathematics Programs (2 cr.)	2
EIEd	532	Systematic Observation of Classroom Behavior (3 cr.)	3
EIEd	541	Special Problems in Elem. School Social Studies (2 cr.)	2
EIEd	544	Recent Trends in Elementary Language Arts (2 cr.)	3
EIEd	547	Resource Material in Children's Literature (2 cr.)	1
EIEd	548	Creativity and the Elementary School Child (2 cr.)	4
EIEd	550	The Community and the Elementary School (2 cr.)	3
EIEd	551	Recent Innovations in Elementary Education (2 cr.)	4
EIEd	552	Evaluating the Elementary School (2 cr.)	2
EIEd	553	Supervision and Improvement of Instruction in the Elementary School (2 cr.)	1
EIEd	556	School Administration (3 cr.)	3
EIEd	558	School Law and Negotiations (3 cr.)	1
EIEd	560	Early Childhood Study Techniques and Resources (2 cr.)	1
EIEd	561	Early Childhood Philosophy and Principles (2 cr.)	4
EIEd	562	Early Childhood Curriculum and Materials (2 cr.)	2
EIEd	564	Early Childhood Field Study Experiences (2 cr.)	1
EIEd	579	Independent Study in Elementary Education (3 cr.)	Arranged
EIEd	580	Seminar in Advanced Research (3 cr.)	Arranged
ElSc	510	Education in the Out-of-doors (2 cr.)	3
ElSc	511	Education in the Out-of-doors (2 cr.)	4
ElSc	543	Resource Materials in Elementary Science (2 cr.)	1
ElSc	566	Conservation (2 cr.)	2
ElSc	568	Field Biology I (2 cr.)	3
ElSc	569	Field Biology II (2 cr.)	4
Eng	510	Bibliographical Methods in English (2 cr.)	3
Eng	510	Bibliographical Methods in English (2 cr.)	2
Eng	517	Elizabethian Drama (3 cr.)	2
Eng	527	Restoration and Eighteenth Century Drama (3 cr.)	4
Eng	534	Types of the Novel (3 cr.)	1
Eng	536	Middle English Ballads, Lyrics, and Romances (3 cr.)	1
Eng	537	Modern American Fiction (3 cr.)	1
Eng	550	Workshop in Play Production (6 cr.)	All Day
Eng	552	Twentieth Century British Drama (3 cr.)	3
Eng	561	Tragic Themes of Classical Drama (3 cr.)	2
Eng	567	Literary Britian (3-6 cr.)	Tour
Eng	640	Seminar in British Literature—Nineteenth Century (to 1870) (3 cr.)	4
Eng	670	Seminar in American Literature to 1870 (3 cr.)	3
Eng	690	Seminar in Literary Criticism (3 cr.)	2
Eng	695	Seminar in Linguistics (3 cr.)	4
FL	521	Language and Society (2 cr.)	1
FdEd	511	Historical Foundations of Education (2 cr.)	1
FdEd	511	Historical Foundations of Education (2 cr.)	2
FdEd	512	Philosophical Foundations of Education (2 cr.)	2

FdEd	512	Philosophical Foundations of Education (2 cr.)	4
FdEd	513	Social Foundations of Education (2 cr.)	3
FdEd	513	Social Foundations of Education (2 cr.)	2
FdEd	514	Comparative Foundations of Education (2 cr.)	3
Geog	510	Seminar in Community College Teaching (2 cr.)	2
Geog	513	Population Geography (3 cr.)	3
Geog	592	Elements of Research for Geography and Planning (3 cr.)	1
Geol	520	Pennsylvania Geology (2 cr.)	2
Geol	530	Invertebrate Paleontology (2 cr.)	1
Geos	502	Principles of Geology (3 cr.)	4
Geos	506	Earth Deformation (2 cr.)	3
Geos	541	The Solar System (2 cr.)	1
Geos	542	The Sidereal Universe (2 cr.)	3
Geos	550	Operation of the Planetarium (2 cr.)	2
Grad	515	Elements of Research (2 cr.)	1
Grad	516	Statistical Methods I (2 cr.)	4
Grad	516	Statistical Methods I	1
Grad	517	Statistical Methods II (2 cr.)	2
Grad	550	Thesis (Var. Cr.)	Arranged
Grad	650	Dissertation (Var. Cr.)	Arranged
HP	521	Advanced Seminar in Health and Safety (2 cr.)	2
HP	(new)	Drug Education (2 cr.)	1
HP	(new)	School Safety Programs and Procedures (2 cr.)	3
Hist	510	Seminar in Community College Teaching (2 cr.)	1
Hist	512	Readings in History (2 cr.)	1
Hist	522	History Seminar (2 cr.)	3
Hist	531	Economic and Social History of Pennsylvania (2 cr.)	2
Hist	555	History of Soviet Russia (3 cr.)	2
HE	551	Seminar in Home Management and Family Economics (2 cr.)	2
HE	560	Problems in Housing and Interior Design (2 cr.)	1
HE	572V	Evaluation in Home Economics (3 cr.)	4
HE	577V	Independent Study in Home Economics Education (3 cr.)	Arranged
HE	578V	Research in Home Economics Education (3 cr.)	3
LRes	508	Advanced Techniques in Utilization of Learning Laboratories (2 cr.)	2
LRes	515	Role of Learning Resources — Theoretical and Research Foundations (2 cr.)	1
LRes	530	Classification and Cataloging of Learning Resources (2 cr.)	2
LRes	540	Preparation of Learning Resources (2 cr.)	3
LRes	548	Writing for Radio and Television (2 cr.)	3
LRes	549	Television Production and Direction (2 cr.)	4
LRes	571	Photographic Fundamental for Educational Materials (2 cr.)	1
Math	531	Advanced Calculus I (3 cr.)	2
Math	533	Complex Analysis I (3 cr.)	2
Math	536	Real Analysis II (3 cr.)	2
Math	537	Differential Equations (3 cr.)	3
Math	537	Differential Equations (3 cr.)	4
Math	540	History of Mathematics (2 cr.)	3
Math	542	Curriculum and Supervision in Mathematics (2 cr.)	4
Math	559	Introduction to Abstract Algebra (3 cr.)	1
Math	561	Abstract Algebra I (3 cr.)	1
Math	572	Affine Geometry (3 cr.)	3
Math	573	Topology (3 cr.)	2
Math	575	Foundations of Mathematics I (3 cr.)	4
Mus	501	Advanced Choral Conducting (2 cr.)	2
Mus	502	Advanced Instrument Conducting (2 cr.)	2

Mus	505	Music of the Romantic Era (3 cr.)	4
Mus	513	Advanced Band Scoring (2 cr.)	4
Mus	518	Comprehensive Musicianship (3 cr.)	3
Mus	520	Foundations of Music Education (2 cr.)	1
Mus	521	Music Literature and Materials (2 cr.)	1
Mus	534	Practicum in Instrumental Music (2 cr.)	3
Phil	583	American Philosophic Thought (2 cr.)	2
Phys	521	Advanced Laboratory Practice I (2 cr.)	4
Phys	531	Atomic Structure (2 cr.)	2
PolS	353	American Political Parties (3 cr.)	3
PolS	510	Seminar in Community College Teaching (2 cr.)	1
PolS	559	Constitutional Law and Civil Liberties (3 cr.)	1
PolS	560	Political Philosophy (3 cr.)	2
PolS	570	Foreign Policy Studies (2 cr.)	1
PolS	574	Political Science Seminar (2 cr.)	2
PolS	586	Atlantic Community (3 cr.)	1
PolS	599	Political Science Internship (1-6 cr.)	Arranged
Psy	510	Community College Teaching Internship (2 cr.)	Arranged
Psy	533	The Psychology of Personality (2 cr.)	2
Psy	534	Abnormal Psychology (2 cr.)	3
Psy	540	Community Psychology and Mental Health (3 cr.)	1
Psy	545	Theory and Techniques of Psychological Intervention (3 cr.)	1
Psy	546	Principles of Behavior Modification (3 cr.)	2
Psy	558	Social Psychology (3 cr.)	3
Psy	561	Motivation (3 cr.)	2
Psy	562	Physiological Psychology (3 cr.)	1
Psy	572	Independent Study in Psychology (2-6 cr.)	Arranged
Psy	575	Advanced Psychological Practicum (3-6 cr.)	Arranged
Soc	563	Intergroup Relations (3 cr.)	1
SS	521	Contemporary American Issues (2 cr.)	2
SS	521	Contemporary American Issues (2 cr.)	1
SH	530	Childhood Aphasia (2 cr.)	2
SH	561	Advanced Clinic Practicum I (2-3 cr.)	Arranged
SH	650	Experimental Phonetics (2 cr.)	1
SH	663	Advanced Clinic Practicum II (2-3 cr.)	Arranged
Span	523	Seminar on Perez Galdos (2 cr.)	2
Span	524	Seminar in the Generation of 1898 (2 cr.)	4
SE	524	Principles and Practices in Speech Improvement (2 cr.)	2
SE	530	Organization and Administration of Programs for Exceptional Children (2 cr.)	3
SE	539	Psychology of the Mentally Retarded (2 cr.)	1
SE	546	Teaching the Trainable Mentally Retarded (2-3 cr.)	1
SE	555	Practicum and Internship (2 cr.)	Arranged
SPS	528	Internship in Student Personnel Services (2 cr.)	2

Tentative Schedule of Classes

POST—SUMMER SESSION, 1974

			Period
Art	522	Art in America (3 cr.)	1
Art	553	Graduate Studio in Crafts (3 cr.)	1
Art	561	Graduate Studio in Drawing (3 cr.)	2
Bio	560	Herpetology (3 cr.)	11 a.m.—1:45 p.m.
Bus	514	Executive Secretarial Training (2 cr.)	1
Chem	500	Special Studies (1-6 cr.)	2
Chem	533	Chemical Literature (2 cr.)	2

Chem	576	Radiochemistry (2 cr.)	1
Chem	690	Research (1-6 cr.)	2
CSci	502	Computers in Education (2 cr.)	1
CnEd	534	Evaluation Techniques: Applications (Sec) (2 cr.)	2
CnEd	539	Group Procedures (2 cr.)	2
Crnm	512	Laboratory in Background Analysis and Pre-Sentence Report Writing (3 cr.)	1
Econ	525	Monetary Economics (3 cr.)	2
EdPsy	501	Special Topics in Educational Psychology (2 cr.)	Arranged
EdPsy	504	Educational Psychology II (2 cr.)	1
EdPsy	550	Internship I (2 cr.)	Arranged
Ed	508	Reading in the Content Areas (2 cr.)	1
ElMath	503	Foundations of Algebra I (2 cr.)	2
ElMath	542	Mathematics in the Elementary School (2 cr.)	2
ElEd	545	Experimental Studies in Art Education (2 cr.)	2
ElEd	563	Early Childhood Assessment Tools and Evaluation Techniques (2 cr.)	1
Eng	539	The Metaphysical Poets (2 cr.)	1
Eng	557	Modern American Poetry (2 cr.)	1
Eng	583	Major Writers: Byron, Keats and Shelly (2 cr.)	2
Eng	586	Major Writers: D. H. Lawrence (2 cr.)	2
FdEd	512	Philosophical Foundations of Education (2 cr.)	2
FdEd	513	Social Foundations of Education (2 cr.)	1
Geog	521	Advanced Human Geography (non-majors) (2 cr.)	1
Geog	542	Industrial Geography (2 cr.)	1
Geog	594	Field Techniques for Geography and Planning (3 cr.)	1
Geos	591	Field and Laboratory Investigations in Geoscience (1-4 cr.)	1
Grad	515	Elements of Research (2 cr.)	1
Grad	550	Thesis (Var. Cr.)	Arranged
Grad	650	Dissertation (Var. Cr.)	Arranged
Hist	511	Readings in History (2 cr.)	1
Hist	512	Readings in History (2 cr.)	1
Hist	590	Social and Intellectual History of the United States to 1875 (3 cr.)	2
HE	530	Clothing and Human Behavior (2 cr.)	1
HE	571V	Curriculum Development in Home Economics Education (3 cr.)	1
LRes	500	Seminar in Learning Resources (2 cr.)	1
Math	511	The Teaching of Senior High School Mathematics (2 cr.)	1
Math	522	Theory of Probability (3 cr.)	2
Mus	533	Comparative Choral Methods (2 cr.)	2
PolS	554	Metropolitan Problems (3 cr.)	1
Psy	534	Abnormal Psychology (2 cr.)	2
Psy	536	Psychology of Learning (2 cr.)	2
Psy	540	Community Psychology and Mental Health (3 cr.)	1
Psy	542	Assessment of Personality (3 cr.)	2
Psy	575	Advanced Psychological Practicum (3 cr.)	1
SS	521	Contemporary American Issues (2 cr.)	1
SS	561	Social Policy Studies (2 cr.)	1
SE	531	Psychology of the Exceptional Child (2 cr.)	1
SE	555	Practicum and Internship (2-6 cr.)	Arranged
SE	566	Education of Children with Learning Disabilities (2 cr.)	2

Tentative Schedule of Classes

FALL, 1974

Anth	593	The Science of Culture (3 cr.)	W 5:20-7:20 p.m.
Art	513	Research in Art Education (2 cr.)	M 5:20-7:20 p.m.
Art	521	Contemporary Movements in Art	W 5:20-7:20 p.m.
Art	525	Architectural Influences in a Contemporary Society (3 cr.)	W 7:30-10:00 p.m.
Art	544	Graduate Studio in Fabrics (3-18 cr.)	W 7:30-10:00 p.m.
Art	553	Graduate Studio in Crafts (3-18 cr.)	S 9:00-11:40 a.m.
Art	561	Graduate Studio in Drawing (3-18 cr.)	T 5:20-7:50 p.m.
Art	568	Graduate Studio in Print Making (3-18 cr.)	R 5:20-7:50 p.m.
Bio	545	Microtechnique (3 cr.)	M 1:50-5:10 p.m.
			W 1:50-2:50 p.m.
Bio	553	Principles of Animal Taxonomy (3 cr.)	M 7:30-9:00 p.m.
Bio	553	Principles of Animal Taxonomy (3 cr.)	W 7:30-9:00 p.m.
Bio	562	Animal Physiology (4 cr.)	M 5:20-9:20 p.m.
Bio	562	Animal Physiology (4 cr.)	W 5:20-9:20 p.m.
Bio	580	Parasitology (3 cr.)	T 5:20-6:20 p.m.
Bio	580	Parasitology (3 cr.)	R 6:30-10:30 p.m.
Bio	582	Pathogenic Microbiology (3 cr.)	R 6:20-7:20 p.m.
Bio	582	Pathogenic Microbiology (3 cr.)	T 6:30-10:30 p.m.
Bio	600	Methods of Research in Biology (2 cr.)	W 5:20-7:20 p.m.
Bus	503	Financial Statement Analysis (2 cr.)	T 5:20-7:20 p.m.
Bus	520	Retail Organization and Management (2 cr.)	T 7:30-9:30 p.m.
Bus	534	Consumer Economic Problems (2 cr.)	W 5:20-7:20 p.m.
Bus	541	Principles of Management (2 cr.)	W 5:20-7:20 p.m.
Bus	542	Human Relations in Business (2 cr.)	R 5:20-7:20 p.m.
Chem	500	Special Studies (1-6 cr.)	Arranged
Chem	546	Biochemistry (2 cr.)	M 5:20-7:20 p.m.
Chem	546	Biochemistry (2 cr.)	W 5:20-7:20 p.m.
Chem	600	Seminar (1 cr.)	F 3:00-4:00 p.m.
Chem	623	Physical and Chemical Methods of Separation (3 cr.)	T-R 9:45-11:15 a.m.
			F 8:00 a.m.-12:00 p.m.
Chem	630	Organic Chemistry (3 cr.)	W 7:30-9:30 p.m.
Chem	630	Organic Chemistry (3 cr.)	M 7:30-9:30 p.m.
Chem	640	Physical Chemistry (3 cr.)	M-W-F 8:00-9:00 p.m.
Chem	690	Research (1-6 cr.)	Arranged
CSci	501	Computer Programming for Research (2 cr.)	T 5:20-7:20 p.m.
CSci	510	Numerical Analysis (3 cr.)	T-R 11:30 a.m.-1:00 p.m.
CnEd	525	Case Study Techniques (Elem) (2 cr.)	R 5:20-7:20 p.m.
CnEd	526	Information Service (Elem) (2 cr.)	W 5:20-7:20 p.m.
CnEd	527	Consultative and Counseling Theory (Elem) (2 cr.)	M 7:30-9:30 p.m.
CnEd	529	Group Procedures (Elem) (2 cr.)	W 7:30-9:30 p.m.
CnEd	533	Evaluation Techniques: Principles (2 cr.)	M 7:30-9:30 p.m.
CnEd	534	Evaluation Techniques: Application (2 cr.)	M 5:20-7:20 p.m.
CnEd	535	Case Study Techniques (Sec) (2 cr.)	R 5:20-7:20 p.m.
CnEd	536	Information Service (Sec) (2 cr.)	W 5:20-7:20 p.m.
CnEd	537	Counseling and Consultative Theory (Sec) (2 cr.)	T 7:30-9:30 p.m.
CnEd	538	Management of the Guidance Services (2 cr.)	W 7:30-9:30 p.m.
CnEd	539	Group Procedures (2 cr.)	M 5:20-7:20 p.m.
CnEd	540	Supervised Practicum (Elem) (4 cr.)	T 5:30-9:10 p.m.
CnEd	541	Supervised Practicum (4 cr.)	R 5:30-9:10 p.m.
CnEd	542	School Services (2 cr.)	W 7:30-9:30 p.m.
CnEd	543	Planning Principles (4 cr.)	T 5:30-9:10 p.m.

CnEd	545	Human Relations and Communications (2 cr.)	W 1:15-3:00 p.m.
CnEd	546	Encounter and Sensitivity in Counseling (2 cr.)	R 1:15-3:00 p.m.
CnEd	546	Encounter and Sensitivity in Counseling (2 cr.)	W 5:30-9:10 p.m.
CnEd	550	Supervision of Guidance Workers (4 cr.)	T 5:30-9:10 p.m.
CnEd	550	Supervision of Guidance Workers (4 cr.)	R 5:30-9:10 p.m.
Econ	525	Monetary Economics (3 cr.)	See Chairman
Econ	555	Labor Economics (3 cr.)	See Chairman
EdPsy	501	Special Topics in Educational Psychology (2 cr.)	Arranged
EdPsy	504	Educational Psychology II (2 cr.)	T 5:20-7:20 p.m.
EdPsy	512	Individual Evaluation I (4 cr.)	W 5:30-9:10 p.m.
EdPsy	550	Internship I (2-12 cr.)	Arranged
EdPsy	573	Psychology of Adolescent Education II (2 cr.)	W 5:20-7:20 p.m.
EdPsy	576	Behavior Problems II (2 cr.)	W 7:30-9:30 p.m.
EdPsy	580	Pupil Adjustment (2 cr.)	T 7:30-9:30 p.m.
Ed	500	Basic Foundations of Reading Instruction (2 cr.)	T 5:20-7:20 p.m.
Ed	502	Reading Practicum: Diagnostic Case Studies (2 cr.)	T 5:20-7:20 p.m.
Ed	509	Evaluative Instruments in Reading (2 cr.)	T 7:30-9:30 p.m.
Ed	510	The Teaching of Reading in the Secondary Schools (2 cr.)	W 5:20-7:20 p.m.
Ed	596	Independent Study in Reading Education (2-4 cr.)	Arranged
ElMath	507	Coordinate Geometry and Trigonometry I (2 cr.)	R 7:30-9:30 p.m.
ElMath	515	Intuitive Topology (2 cr.)	R 5:20-7:20 p.m.
ElEd	544	Recent Trends in Elementary Language Arts (2 cr.)	M 7:30-9:30 p.m.
ElEd	547	Resource Material in Children's Literature (2 cr.)	W 7:30-9:30 p.m.
ElEd	550	The Community and the Elementary School (2 cr.)	R 7:30-9:30 p.m.
ElEd	555	Recent Trends in Human Development and Learning (2 cr.)	M 5:20-7:20 p.m.
ElEd	560	Early Childhood Child Study Techniques and Resources (2 cr.)	M 7:30-9:30 p.m.
ElEd	577	Supervised Internship (3-6 cr.)	Arranged
ElEd	578	Seminar in Elementary Education Internship (3-6 cr.)	Arranged
ElEd	579	Independent Study in Elementary Education (3 cr.)	Arranged
ElEd	580	Seminar in Advanced Research (3 cr.)	Arranged
ElSc	550	Physics I (2 cr.)	T 5:20-7:20 p.m.
ElSc	560	Botany I (2 cr.)	T 7:30-9:30 p.m.
ElSc	574	Meteorology (2 cr.)	W 7:30-9:30 p.m.
ElSc	592	Elementary Science Curriculum (2 cr.)	W 5:20-7:20 p.m.
Eng	510	Bibliographical Methods in English (2 cr.)	T 5:20-7:20 p.m.
Eng	510	Bibliographical Methods in English (2 cr.)	W 5:20-7:20 p.m.
Eng	513	The English Language from the Beginnings to 1500 (3 cr.)	T 7:30-10:00 p.m.
Eng	528	Milton (3 cr.)	W 7:30-10:00 p.m.
Eng	545	The Age of Pope (3 cr.)	R 7:30-10:00 p.m.
Eng	547	Romantic Prose and Poetry (3 cr.)	M 7:30-10:00 p.m.
Eng	555	Realism in American Fiction (3 cr.)	R 7:30-10:00 p.m.
Eng	562	Epic and Lyric Poetry of the Classical Period (3 cr.)	M 7:30-10:00 p.m.
Eng	568	Teaching Composition in the Secondary School (2 cr.)	M 5:20-7:20 p.m.
Eng	576	Major Writers: Joseph Conrad (2 cr.)	T 5:20-7:20 p.m.
Eng	584	Major Writers: Tennyson & Browning (2 cr.)	S 11:00 a.m.-12:50 p.m.

Eng	585	Major Writers: Charles Dickens (2 cr.)	R 5:20–7:20 p.m.
Eng	589	Major Writers: Herman Melville (2 cr.)	S 9:00–10:50 a.m.
Eng	591	Major Writers: Frost & Robinson (2 cr.)	W 5:20–7:20 p.m.
Eng	600	Seminar in British Literature to 1500 (3 cr.)	W 7:30–10:00 p.m.
Eng	660	Seminar in Modern British Literature (from 1870) (3 cr.)	T 7:30–10:00 p.m.
FdEd	511	Historical Foundations of Education (2 cr.)	M 7:30–9:30 p.m.
FdEd	512	Philosophical Foundations of Education (2 cr.)	R 7:30–9:30 p.m.
FdEd	512	Philosophical Foundations of Education (2 cr.)	S 9:00–11:00 a.m.
FdEd	513	Social Foundations of Education (2 cr.)	W 12:40–2:40 p.m.
FdEd	513	Social Foundations of Education (2 cr.)	M 5:20–7:20 p.m.
FdEd	513	Social Foundations of Education (2 cr.)	W 5:20–7:20 p.m.
FdEd	514	Comparative Foundations of Education (2 cr.)	W 7:30–9:30 p.m.
FdEd	515	Decision-Making in Curriculum Development (2 cr.)	T 5:20–7:20 p.m.
Geog	550	Geographic Readings in Geography (2-6 cr.)	Arranged
Geog	555	Historical Geography of Cities and City Planning (2-3 cr.)	M-W-F 4:10–5:10 p.m.
Geog	558	Urban Planning Basic Studies and Analysis (2-3 cr.)	T-R 5:00–6:15 p.m.
Geog	589	Cartography (2-3 cr.)	M 5:20–7:20 p.m.
Geog	591	Geographic Thought and Philosophy (2-3 cr.)	M-W 5:00–6:15 p.m.
Geog	591	Geographic Thought and Philosophy (2-3 cr.)	T-R 4:30–6:00 p.m.
Geol	521	Mineralogy (2 cr.)	T-R 10:20–11:20 a.m.
Geol	522	Petrology (2 cr.)	W 1:50–5:10 p.m.
Geol	524	Glacial Geology (2 cr.)	W 7:30–10:00 p.m.
Geos	506	Earth Deformation (2 cr.)	M 7:30–10:00 p.m.
Geos	507	Life of the Geologic Past (2 cr.)	T-R 9:10–10:10 a.m.
Geos	507	Life of the Geologic Past (2 cr.)	F 1:50–5:10 p.m.
Geos	507	Life of the Geologic Past (2 cr.)	W-F 10:20–11:20 a.m.
Geos	507	Life of the Geologic Past (2 cr.)	R 1:50–5:10 p.m.
Geos	550	Operation of the Planetarium (1-2 cr.)	T 11:30 a.m.–12:30 p.m.
Grad	515	Elements of Research (2 cr.)	R 7:30–9:30 p.m.
Grad	516	Statistical Methods I (2 cr.)	R 7:30–9:30 p.m.
Grad	516	Statistical Methods I (2 cr.)	R 5:20–7:20 p.m.
Grad	550	Thesis (Var. Cr.)	M 7:30–9:30 p.m.
Grad	650	Dissertation (Var. Cr.)	Arranged
Hist	511	Readings in History (2 cr.)	Arranged
Hist	532	U.S.—British Commonwealth Relations (2 cr.)	M 5:20–7:20 p.m.
Hist	542	Contemporary Latin American Problems (2 cr.)	T 5:20–7:20 p.m.
Hist	543	Modern Asian-African Problems (2 cr.)	T 7:30–9:30 p.m.
Hist	544	History Seminar (2 cr.)	W 5:20–7:20 p.m.
Hist	552	History of England to 1688 (3 cr.)	M 7:30–9:30 p.m.
Hist	591	Social and Intellectual History of the United States Since 1875 (3 cr.)	M-W-F 10:20–11:20 a.m.
HE	542	Contemporary Issues in Foods and Nutrition (2 cr.)	T-R 9:45–11:15 a.m.
HE	573V	Supervision and Administration in Home Economics Education (3 cr.)	T 5:20–7:20 p.m.
HE	575V	Home Economics in Higher Education (3 cr.)	T 7:30–10:00 p.m.
HE	577V	Independent Study in Home Economics Education (3 cr.)	W 7:30–10:00 p.m.
LRes	503	Writing for A-V Production (2 cr.)	Arranged
LRes	504	Foundations of Broadcasting (2 cr.)	M 5:20–7:20 p.m.
LRes	504	Foundations of Broadcasting (2 cr.)	M 7:30–9:30 p.m.

LRes	515	Role of Learning Resources—Theoretical and Research Foundations (2 cr.)	W 7:30—9:30 p.m.
LRes	542	Preparation of Transparencies (2 cr.)	R 5:20—7:20 p.m.
LRes	543	Slide and Filmstrip Production for Education (2 cr.)	T 5:20—7:20 p.m.
LRes	544	Beginning Cinematography for Education (2 cr.)	T 7:30—9:30 p.m.
LRes	560	Management of Learning Resources Program (2 cr.)	R 7:30—9:30 p.m.
LRes	568	Research Methods and Therapy in Learning Resources (2 cr.)	W 5:20—7:20 p.m.
Math	522	Theory of Probability (3 cr.)	M-W-F 12:40—1:40 p.m.
Math	522	Theory of Probability (3 cr.)	S 9:00—10:50 a.m.
Math	524	Mathematical Statistics (3 cr.)	M-W-F 3:00—4:00 p.m.
Math	531	Advanced Calculus I (3 cr.)	M-W-F 11:30—12:30 p.m.
Math	531	Advanced Calculus I (3 cr.)	T-R 7:30—9:30 p.m.
Math	533	Complex Analysis I (3 cr.)	T-R 5:20—7:20 p.m.
Math	542	Curriculum and Supervision in Mathematics (2 cr.)	T 5:20—7:20 p.m.
Math	558	Number Theory (3 cr.)	M-W-F 9:10—10:10 a.m.
Math	559	Introduction to Abstract Algebra (3 cr.)	M-W-F 10:20—11:20 a.m.
Math	561	Abstract Algebra I (3 cr.)	M-W 5:20—7:20 p.m.
Math	563	Linear Algebra (3 cr.)	T-R 5:20—7:20 p.m.
Math	571	Projective Geometry (3 cr.)	M-W 5:20—7:20 p.m.
Math	573	Topology (3 cr.)	M-W 7:30—9:30 p.m.
Math	575	Foundations of Mathematics I (3 cr.)	R 5:20—7:20 p.m.
Mus	500	Bibliography of Music (3 cr.)	T 5:20—8:20 p.m.
Mus	507	Music of the 20th Century (3 cr.)	T 7:20—10:00 p.m.
Mus	510	Seminar in Music (3 cr.)	R 7:20—10:00 p.m.
Mus	518	Comprehensive Musicianship (3 cr.)	R 5:20—8:20 p.m.
Mus	534	Practicum in Instrumental Music (2 cr.)	W 7:30—9:30 p.m.
Mus	535	Psychology of Music Education (2 cr.)	W 5:20—7:20 p.m.
Phys	500	Special Studies (1-6 cr.)	Arranged
Phys	502	Theoretical Physics I (2 cr.)	M 5:20—7:20 p.m.
Phys	504	Theoretical Physics III (2 cr.)	R 5:20—7:20 p.m.
Phys	511	Secondary School Physics Laboratory Practice (2 cr.)	W 5:20—7:20 p.m.
Phys	521	Advanced Laboratory Practice I (2 cr.)	T-R 8:00—11:20 a.m.
Phys	531	Atomic Structure (2 cr.)	M-W-F 10:20—11:20 a.m.
Phys	533	Heat and Thermodynamics (2 cr.)	M-W-F 11:30 a.m.—12:30 p.m.
Phys	535	Electronics (4 cr.)	M-W-F 1:50—2:50 p.m.
Phys	542	Analytical Mechanics II (2 cr.)	T-R 11:30 a.m.—12:30 p.m.
Phys	542	Analytical Mechanics II (2 cr.)	T 5:20—7:20 p.m.
Phys	552	Electricity and Magnetism II (2 cr.)	W-F 3:00—4:00 p.m.
Phys	561	Quantum Mechanics I (2 cr.)	M-W-F 9:10—10:10 a.m.
Phys	600	Methods of Research in Physics (2 cr.)	Arranged
Phys	641	Advanced Mechanics I (2 cr.)	W 5:20—7:20 p.m.
Phys	651	Advanced Electromagnetic Theory I (2 cr.)	T 5:20—7:20 p.m.
Phys	662	Quantum Mechanics III (2 cr.)	M 5:20—7:20 p.m.
Phys	690	Research Problems in Physics (1-6 cr.)	Arranged
PolS	500	The Presidency (3 cr.)	M-W-F 11:30 a.m.—12:30 p.m.
PolS	553	American Political Parties (3 cr.)	M-W-F 3:00—4:00 p.m.
PolS	554	Metropolitan Problems (3 cr.)	M-W-F 12:40—1:40 p.m.
PolS	559	Constitutional Law and Civil Liberties (3 cr.)	M-W-F 9:10—10:10 a.m.
PolS	560	Political Philosophy (3 cr.)	M-W-F 10:20—11:20 a.m.
PolS	599	Political Science Internship (1-6 cr.)	Arranged
Psy	501	Research Methods I (3 cr.)	M-W 5:20—7:20 p.m.

Psy	530	Psychology of Growth & Development (2 cr.)	T 7:30—9:30 p.m.
Psy	534	Abnormal Psychology (2 cr.)	R 7:30—9:30 p.m.
Psy	542	Assessment of Personality (3 cr.)	M-W-F 3:00—4:00 p.m.
Psy	545	Theory and Techniques of Psychological Intervention (3 cr.)	M-W 7:30—9:30 p.m.
Psy	561	Motivation (3 cr.)	TBA
Psy	572	Independent Study in Psychology (2-6 cr.)	Arranged
Psy	575	Advanced Psychological Practicum (3-9 cr.)	T-R Arranged
Sci	575	Growth of Science and its Concepts I (2 cr.)	M-W-F 3:00—4:00 p.m.
Soc	564	Sociology Seminar (3 cr.)	W 7:30—9:30 p.m.
SS	510	New Approaches in Social Science Instruction (2 cr.)	T 7:30—9:30 p.m.
SS	514	Research Methodologies in Social Science (2 cr.)	T 5:20—7:20 p.m.
SS	521	Contemporary American Issues (2 cr.)	T 5:20—7:20 p.m.
SH	516	Stuttering (2 cr.)	S 9:00—10:50 a.m.
SH	518	Voice (2 cr.)	T 5:20—7:20 p.m.
SH	540	Advanced Audiology (2 cr.)	T 7:30—9:30 p.m.
SH	561	Advanced Clinical Practicum I (2-3 cr.)	Arranged
SH	663	Advanced Clinical Practicum II (2-3 cr.)	Arranged
Span	525	Hispanic Poetry Since 1888 (2 cr.)	R 5:20—7:20 p.m.
Span	526	The Spanish Novel after the Civil War (2 cr.)	R 7:30—9:30 p.m.
SE	520	Curriculum and Methods (Elem) (2 cr.)	R 5:20—7:20 p.m.
SE	531	Psychology of Exceptional Children and Youth (2 cr.)	T 5:20—7:20 p.m.
SE	540	Diagnostic Techniques in Special Education (2 cr.)	W 5:20—7:20 p.m.
SE	555	Practicum and Internship (2-6 cr.)	Arranged
SE	565	Education of Children with Social and Emotional Maladjustments (2 cr.)	S 9:00—10:50 a.m.
SPS	526	History and Administration of Higher Education in the United States of America (2 cr.)	T 5:20—7:20 p.m.
SPS	527	Student Personnel Services in Higher Education (2 cr.)	T 7:30—9:30 p.m.
SPS	530	A Seminar on Current Trends in Student Affairs (2 cr.)	R 5:20—7:20 p.m.

Tentative Schedule of Classes

SPRING SEMESTER, 1975

Anth	591	Studies in Anthropology (3 cr.)	R 5:20—7:20 p.m.
Art	511	Art Curriculum Development in Art Education (3 cr.)	T 5:20—8:20 p.m.
Art	523	Seminar in Art Criticism (3 cr.)	M 5:20—8:20 p.m.
Art	527	Renaissance Art (3 cr.)	W 5:20—7:50 p.m.
Art	528	World Art Since 1875 (3 cr.)	W 5:20—7:50 p.m.
Art	540	Graduate Studio in Ceramics (3-18 cr.)	S 9:00—11:40 a.m.
Art	550	Graduate Studio in Sculpture (3-18 cr.)	S 9:00—11:40 a.m.
Bio	530	Instrumentation (3 cr.)	T 6:30—10:30 p.m.
Bio	530	Instrumentation (3 cr.)	R 5:20—6:20 p.m.
Bio	536	Comparative Plant Morphology (3 cr.)	W 5:20—6:20 p.m.
Bio	536	Comparative Plant Morphology (3 cr.)	M 6:30—10:30 p.m.
Bio	557	Animal Morphogenesis (3 cr.)	T 5:20—6:20 p.m.
Bio	557	Animal Morphogenesis (3 cr.)	R 6:30—10:30 p.m.
Bio	560	Herpetology (3 cr.)	S 9:00 a.m.—12:45 p.m.

Bio	576	Radiation Biology (3 cr.)	M 1:15—2:50 p.m. W 1:50—5:10 p.m.
Bio	586	Taxonomy and Ecology of Bacteria (3 cr.)	W 6:30—10:30 p.m.
Bio	586	Taxonomy and Ecology of Bacteria (3 cr.)	M 5:20—6:20 p.m.
Bus	504	Budgeting and Cost Analysis (2 cr.)	M 7:30—9:30 p.m.
Bus	510	Business Communications and Report Writing (2 cr.)	T 7:30—9:30 p.m.
Bus	513	Foundations of Teaching Business Skills (2 cr.)	W 5:20—7:20 p.m.
Bus	522	Sales Promotion and Advertising (2 cr.)	R 5:20—7:20 p.m.
Bus	532	Current Business Economic Problems (2 cr.)	T 5:20—7:20 p.m.
Chem	500	Special Studies (1-6 cr.)	Arranged
Chem	547	Biochemistry II (2 cr.)	W 5:20—7:20 p.m.
Chem	547	Biochemistry II (2 cr.)	M 5:20—7:20 p.m.
Chem	610	Inorganic Chemistry (3 cr.)	W 7:30—9:30 p.m.
Chem	610	Inorganic Chemistry (3 cr.)	M 7:30—9:30 p.m.
Chem	620	Analytical Chemistry (3 cr.)	M-W-F 9:10—10:10 a.m.
Chem	632	Stereochemistry (3 cr.)	M-W-F 10:20—11:20 a.m.
Chem	690	Research (1-6 cr.)	Arranged
CSci	501	Computer Programming for Research (2 cr.)	W 7:30—9:30 p.m.
CSci	502	Computers in Education (2 cr.)	M 7:30—9:30 p.m.
CSci	511	Numerical Analysis II (3 cr.)	T-R 11:30 a.m.—1:00 p.m.
CnEd	524	Evaluation Techniques: Applications (Elem) (2 cr.)	T 5:20—7:20 p.m.
CnEd	525	Case Study Technique (Elem) (2 cr.)	T 7:30—9:30 p.m.
CnEd	526	Information Service (Elem) (2 cr.)	W 7:30—9:30 p.m.
CnEd	527	Consultative and Counseling Theory (Elem) (2 cr.)	M 7:30—9:30 p.m.
CnEd	529	Group Procedures (Elem) (2 cr.)	W 5:20—7:20 p.m.
CnEd	531	Philosophy and Principles of Guidance (2 cr.)	M 7:30—9:30 p.m.
CnEd	534	Evaluation Techniques: Applications (Sec) (2 cr.)	M 5:20—7:20 p.m.
CnEd	535	Case Study Technique (Sec) (2 cr.)	R 7:30—9:30 p.m.
CnEd	536	Information Service (Sec) (2 cr.)	W 5:20—7:20 p.m.
CnEd	537	Counseling and Consultative Theory (Sec) (2 cr.)	M 7:30—9:30 p.m.
CnEd	538	Management of the Guidance Services (2 cr.)	W 7:30—9:30 p.m.
CnEd	539	Group Procedures (2 cr.)	M 5:20—7:20 p.m.
CnEd	540	Supervised Practicum (Elem) (4 cr.)	T 5:30—9:10 p.m.
CnEd	541	Supervised Practicum (4 cr.)	R 5:30—9:10 p.m.
CnEd	545	Human Relations and Communications (2 cr.)	W 5:20—7:20 p.m.
CnEd	546	Encounter and Sensitivity in Counseling (2 cr.)	W 5:20—7:20 p.m.
CnEd	546	Encounter and Sensitivity in Counseling (2 cr.)	R 1:15—3:00 p.m.
CnEd	550	Supervision of Guidance Workers (4 cr.)	R 5:30—9:10 p.m.
CnEd	550	Supervision of Guidance Workers (4 cr.)	T 5:30—9:10 p.m.
Econ	525	Monetary Economics (3 cr.)	See Chairman
Econ	555	Labor Economics (3 cr.)	See Chairman
EdPsy	501	Special Topics in Educational Psychology (2 cr.)	Arranged
EdPsy	513	Individual Evaluation II (4 cr.)	W 5:30—9:10 p.m.
EdPsy	550	Internship I (2-12 cr.)	Arranged
EdPsy	573	Psychology of Adolescent Education II (2 cr.)	W 7:30—9:30 p.m.
EdPsy	576	Behavior Problems II (2 cr.)	W 5:20—7:20 p.m.
Ed	501	Diagnosis and Remediation of Reading Disabilities (2 cr.)	T 5:20—7:20 p.m.
Ed	503	Reading Practicum: Remedial Case Studies (2 cr.)	T 5:20—7:20 p.m.

Ed	507	Instructional Materials in Reading for Children and Youth (2 cr.)	W 7:30–9:30 p.m.
Ed	596	Independent Study in Reading Education (2-4 cr.)	Arranged
Ed	597	Seminar in Special Problems in Reading (2 cr.)	Arranged
ElMath	508	Coordinate Geometry and Trigonometry II (2 cr.)	R 7:30–9:30 p.m.
ElMath	542	Mathematics in the Elementary School (2 cr.)	W 5:20–7:20 p.m.
ElEd	531	Curriculum Problems in Elementary Education (2 cr.)	R 5:20–7:20 p.m.
ElEd	545	Experimental Studies in Art Education (2 cr.)	R 7:30–9:30 p.m.
ElEd	548	Creativity and the Elementary School Child (2 cr.)	W 7:30–9:30 p.m.
ElEd	577	Supervised Internship (3-6 cr.)	Arranged
ElEd	578	Seminar in Elementary Education Internship (3-6 cr.)	Arranged
ElEd	579	Independent Study in Elementary Education (3 cr.)	Arranged
ElSc	551	Physics II (2 cr.)	T 5:20–7:20 p.m.
ElSc	561	Botany II (2 cr.)	T 7:30–9:30 p.m.
ElSc	580	Astronomy (2 cr.)	W 5:20–7:20 p.m.
Eng	510	Bibliographical Methods in English (2 cr.)	S 9:00–10:50 a.m.
Eng	521	Modern European Fiction (3 cr.)	M 5:20–7:50 p.m.
Eng	525	The Early English Drama (3 cr.)	W 7:30–10:00 p.m.
Eng	535	Criticism (3 cr.)	T 7:30–10:00 p.m.
Eng	544	The Psychology of Language (3 cr.)	R 5:20–7:50 p.m.
Eng	546	The Age of Johnson (3 cr.)	T 7:30–10:00 p.m.
Eng	548	Victorian Prose and Poetry (3 cr.)	S 9:00–11:40 a.m.
Eng	551	Twentieth Century British Novel (3 cr.)	R 5:20–7:50 p.m.
Eng	571	Major Writers: Faulkner & Hemmingway (2 cr.)	T 5:20–7:20 p.m.
Eng	573	Major Writers: Whitman (2 cr.)	W 5:20–7:20 p.m.
Eng	610	Seminar in British Literature — Renaissance (1500 to 1660) (3 cr.)	W 7:30–10:00 p.m.
Eng	680	Seminar in Modern American Literature (from 1870) (3 cr.)	R 5:20–7:50 p.m.
Eng	696	Seminar in the Teaching of College English (3 cr.)	M 5:20–7:50 p.m.
FdEd	511	Historical Foundations of Education (2 cr.)	M-W 1:50–2:50 p.m.
FdEd	512	Philosophic Foundations of Education (2 cr.)	R 7:30–9:30 p.m.
FdEd	512	Philosophic Foundations of Education (2 cr.)	T 7:30–9:30 p.m.
FdEd	513	Social Foundations of Education (2 cr.)	S 9:00–10:50 a.m.
FdEd	513	Social Foundations of Education (2 cr.)	M 7:30–9:30 p.m.
FdEd	514	Comparative Foundations of Education (2 cr.)	W 7:30–9:30 p.m.
FdEd	515	Decision-Making in Curriculum Development (2 cr.)	R 5:20–7:20 p.m.
Geog	514	Quantitative Techniques for Geography and Planning (2 cr.)	M 5:20–7:20 p.m.
Geog	523	Urban Geography (2-3 cr.)	T 7:30–9:30 p.m.
Geog	550	Geographic Readings in Geography (2-6 cr.)	Arranged
Geog	554	Contemporary Geography Issues (2-6 cr.)	W 5:20–7:20 p.m.
Geog	556	General City and Regional Planning (2-3 cr.)	M-W-F 4:10–5:10 p.m.
Geog	557	Urban Design (2-3 cr.)	T-R 5:00–6:15 p.m.
Geol	519	Crystallography (2 cr.)	W 7:30–9:30 p.m.
Geol	524	Glacial Geology (2 cr.)	TBA
Geos	581	Problems in Geoscience (2 cr.)	Arranged

Geos	591	Field and Laboratory Investigations in Geoscience (1-4 cr.)	Arranged
Grad	515	Elements of Research (2 cr.)	R 7:30-9:30 p.m.
Grad	515	Elements of Research (2 cr.)	R 5:20-7:20 p.m.
Grad	516	Statistical Methods I (2 cr.)	T 5:20-7:20 p.m.
Grad	516	Statistical Methods I (2 cr.)	W 7:30-9:30 p.m.
Grad	550	Thesis (Var. Cr.)	Arranged
Grad	650	Dissertation (Var. Cr.)	Arranged
Hist	501	Historiography (2 cr.)	M 7:30-9:30 p.m.
Hist	511	Readings in History (2 cr.)	R 5:20-7:20 p.m.
Hist	512	Readings in History (2 cr.)	M 5:20-7:20 p.m.
Hist	521	History Seminar (2 cr.)	T 5:20-7:20 p.m.
Hist	534	Recent U.S. History (2 cr.)	T 7:30-9:30 p.m.
Hist	541	Modern European Problems (2 cr.)	W 5:20-7:20 p.m.
Hist	546	History of Europe: 1815-1914 (2 cr.)	W 7:30-9:30 p.m.
HE	521	Problems in Family Living (2 cr.)	T 5:20-7:20 p.m.
HE	571V	Curriculum Development in Home Economics Education (3 cr.)	T 7:30-10:00 p.m.
HE	574V	Seminar in Home Economics Education (3 cr.)	R 7:30-10:00 p.m.
HE	578V	Research in Home Economics Education (3 cr.)	W 7:30-10:00 p.m.
LRes	507	Seminar of Current Problems in Broadcasting (2 cr.)	M 5:20-7:20 p.m.
LRes	509	Programming of Multi-Media Materials (2 cr.)	W 5:20-7:20 p.m.
LRes	543	Slide and Filmstrip Production for Education (2 cr.)	T 5:20-7:20 p.m.
LRes	545	Advanced Motion Picture Production for Education (2 cr.)	R 5:20-7:20 p.m.
Math	522	Theory of Probability (3 cr.)	M-W-F 12:40-1:40 p.m.
Math	524	Mathematical Statistics (3 cr.)	M-W-F 3:00-4:00 p.m.
Math	524	Mathematical Statistics (3 cr.)	S 9:00-10:50 a.m.
Math	532	Advanced Calculus II (3 cr.)	M-W-F 11:30 a.m.-12:30 p.m.
Math	532	Advanced Calculus II (3 cr.)	T-R 7:30-9:30 p.m.
Math	534	Complex Analysis II (3 cr.)	T-R 5:20-7:20 p.m.
Math	537	Differential Equations (3 cr.)	T-R 7:30-9:30 p.m.
Math	540	History of Mathematics (2 cr.)	M 7:30-9:30 p.m.
Math	558	Number Theory (3 cr.)	T 5:20-7:20 p.m.
Math	558	Number Theory (3 cr.)	M-W-F 9:10-10:10 a.m.
Math	559	Introduction to Abstract Algebra (3 cr.)	M-W 5:20-7:20 p.m.
Math	559	Introduction to Abstract Algebra (3 cr.)	M-W-F 10:20-11:20 a.m.
Math	562	Abstract Algebra II (3 cr.)	M-W 5:20-7:20 p.m.
Math	572	Affine Geometry (3 cr.)	M-W 7:30-9:30 p.m.
Math	576	Foundations of Mathematics II (3 cr.)	R 5:20-7:20 p.m.
Mus	508	Music of the 16th Century (3 cr.)	T 5:20-8:20 p.m.
Mus	514	Advanced Choral Arranging (2 cr.)	T 7:30-9:30 p.m.
Mus	516	Analytical Techniques (3 cr.)	R 5:20-8:20 p.m.
Mus	518	Comprehensive Musicianship (3 cr.)	R 7:20-10:00 p.m.
Mus	520	Foundations of Music Education (2 cr.)	W 5:20-7:20 p.m.
Phys	500	Special Studies (1-6 cr.)	Arranged
Phys	503	Theoretical Physics II (2 cr.)	M 5:20-7:20 p.m.
Phys	505	Theoretical Physics IV (2 cr.)	R 5:20-7:20 p.m.
Phys	522	Advanced Laboratory Practice II (2 cr.)	W 5:20-7:20 p.m.
Phys	522	Advanced Laboratory Practice II (2 cr.)	T-R 8:00-11:20 a.m.
Phys	541	Analytical Mechanics I (2 cr.)	T-R 11:30 a.m.-12:30 p.m.
Phys	551	Electricity and Magnetism I (2 cr.)	W-F 3:00-4:00 p.m.
Phys	551	Electricity and Magnetism I (2 cr.)	T 5:20-7:20 p.m.

Phys	565	Introduction to Nuclear Physics (2 cr.)	M-W-F 10:20-11:20 a.m.
Phys	600	Methods of Research in Physics (2 cr.)	Arranged
Phys	642	Advanced Mechanics II (2 cr.)	W 5:20-7:20 p.m.
Phys	652	Advanced Electromagnetic Theory II (2 cr.)	T 5:20-7:20 p.m.
Phys	657	Solid State Theory I (2 cr.)	R 7:30-9:30 p.m.
Phys	661	Quantum Mechanics II (2 cr.)	M 5:20-7:20 p.m.
Phys	690	Research Problems in Physics (1-6 cr.)	Arranged
PolS	551	The Legislative Process (3 cr.)	M-W-F 12:40-1:40 p.m.
PolS	552	Public Opinion (3 cr.)	M-W-F 3:00-4:00 p.m.
PolS	553	American Political Parties (3 cr.)	M-W-F 11:30 a.m.-12:30 p.m.
PolS	558	Judicial Process (3 cr.)	T-R 1:15-2:45 p.m.
PolS	561	Modern Political Thought (3 cr.)	M-W-F 1:50-2:50 p.m.
PolS	571	Federal Administrative Policy (3 cr.)	T-R 9:45-11:15 a.m.
PolS	572	Comparative Political Studies (2 cr.)	T 7:30-9:30 p.m.
Pol	574	Political Science Seminar (2 cr.)	M 7:30-9:30 p.m.
PolS	581	Political Systems-Latin America (3 cr.)	M-W-F 9:10-10:10 a.m.
PolS	586	Political Systems-Atlantic Community (3 cr.)	M-W-F 10:20-11:20 a.m.
PolS	599	Political Science Internship (1-6 cr.)	Arranged
Psy	502	Research Methods II (3 cr.)	M-W 7:30-9:30 p.m.
Psy	533	The Psychology of Personality (2 cr.)	M 7:30-9:30 p.m.
Psy	536	Psychology of Learning (2 cr.)	T 7:30-9:30 p.m.
Psy	546	Principles of Behavior Modification (3 cr.)	M-W 5:20-7:20 p.m.
Psy	550	Social Psychology of Change (3 cr.)	M-W-F 3:00-4:00 p.m.
Psy	572	Independent Study in Psychology (2-6 cr.)	Arranged
Psy	575	Advanced Psychological Practicum (3-6 cr.)	T-R Arranged
Psy	590	History of Psychology (3 cr.)	TBA
Sci	576	The Growth of Science and Its Concepts II (2 cr.)	M-W-F 3:00-4:00 p.m.
Soc	562	Deviant Behavior (2 cr.)	M 5:20-7:20 p.m.
SH	510	Articulation (2 cr.)	T 5:20-7:20 p.m.
SH	532	Adult Aphasia (2 cr.)	S 9:00-10:50 a.m.
SH	550	Speech Science (2 cr.)	T 7:30-9:30 p.m.
SH	561	Advanced Clinic Practicum I (2-3 cr.)	Arranged
SH	663	Advanced Clinic Practicum II (2-3 cr.)	Arranged
Span	510	History of the Spanish Language (2 cr.)	T 7:30-9:30 p.m.
Span	530	Hispano-American Authors (Social Theme) (2 cr.)	T 5:20-7:20 p.m.
SE	521	Curriculum and Occupational Education (Secondary) (2 cr.)	T 5:20-7:20 p.m.
SE	522	Orientation to Rehabilitation (2 cr.)	S 9:00-10:50 a.m.
SE	555	Practicum and Internship (2-6 cr.)	Arranged
SE	560	Selected Problems and Research (2 cr.)	Arranged
SPS	528	Internship in Student Personnel Services (2-4 cr.)	T 5:20-7:20 p.m.
SPS	529	Seminar in Student Personnel Administration (2 cr.)	T 7:30-9:30 p.m.



**THE GRADUATE SCHOOL
AT INDIANA**

THE GRADUATE SCHOOL AT INDIANA

GENERAL INFORMATION

Graduate work was inaugurated at Indiana University of Pennsylvania in September, 1957.

Programs leading to the degrees Master of Education, Master of Arts, Master of Science, Doctor of Education, and Doctor of Philosophy are now available. Non-degree programs leading to certification as Learning Resources Specialist, Reading Specialist, and School Psychologist are now available. During the academic year 1971-72 the institution conferred the Master's Degree on 263 graduate students: 189 the M.Ed., 47 the M.A., and 27 the M.S.; 11 students the Specialist Certificate and one student the Doctor of Philosophy.

In all graduate programs the objectives are (1) to encourage excellence in scholarship, (2) to provide for depth in the student's special field, and (3) to stimulate enthusiasm for continued cultural and professional growth.

Location — Indiana University of Pennsylvania is located in Indiana, Pennsylvania, a community with a population of approximately 20,000. Indiana is 30 miles north of Johnstown and 60 miles northeast of Pittsburgh. Situated in the foothills of the Allegheny Mountains, Indiana has a climate that is conducive to study the year round.

University Catalog — Detailed information about the University, its academic requirements, the names of the faculty, and the facilities are described in the general catalog. This publication may be obtained by writing to the Registrar.

Library — The Rhodes R. Stabley Library provides excellent facilities for graduate work with professional librarians readily available for assisting with specialized reference work.

The present book collection of 425,000 volumes grows at the rate of approximately 50,000 volumes annually. The library owns 600,000 units of microform and in addition there are extensive holdings of periodicals (about 4,000 current titles), microfilms, microcards, curriculum materials, federal and state documents, and phonograph records.

The Rhodes R. Stabley Library was opened in 1961. It is designed to give efficient service through a uniform flow of library materials in an attractive, but functional setting. At least one professional librarian is always on duty to provide reference service. Book stacks are open to all students.

All periodicals and reference volumes are located on the main floor of the library. The book collection arrangement follows the Dewey Decimal Classification System. Books numbered 000 through 699, as well as the reserve book collection and microfilm and microcard materials, are located on the ground floor. Books numbered 700 through 999, fiction, the curriculum materials collection, the children's literature collection, Pennsylvania collection, and government documents are located on the top floor.

Graduate students are both encouraged and expected to spend time in the Library. Particular attention is given by librarians to graduate students in procurement of needed materials and the further development of proficiencies. The Library subscribes to the spirit and the letter of the General Interlibrary Loan Code, which regulates the procurement of materials via interlibrary loan.

With the exception of those books which are reserved for special purposes, all books circulate for three weeks. Periodicals do not circulate.

Hours: 7:45 a.m. — 10:30 p.m. — Monday through Thursday

7:45 a.m. — 9:30 p.m. — Friday

7:45 a.m. — 5:00 p.m. — Saturday

2:00 p.m. — 10:30 p.m. — Sunday

Summer and vacation hours are posted at the library entrance.

Library Staff: William E. Lafranchi, Director of Libraries; Ronald A. Steiner, Associate Director of Libraries; Richard Chamberlin, Carol Connell, John Grassinger, Carolyn Grundy, Paul R. Hicks, James Hooks, David Kaufman, Robert Kirby, John Lucas, Lynne Lucas, Kathyeryne Mallino, Wanda Rife, Martha Scheeren, Daniel Shively, Marie E. Snead, Dorothy Volm, Edward G. Wolf.

Learning Research Center — Housed in the Learning Research Center at Davis Hall are the University School, a control and production center for both open and closed circuit television, several special clinics, an audio-visual center, and teaching materials center.

The University School with an enrollment of 160 students from kindergarten through sixth grade, provides an opportunity for graduate students to observe and to participate in problems relating to teaching.

The Audio-Visual Center provides graduate students with an excellent collection of films, filmstrips, and other audio-visual equipment. Students may learn how to use audio-visual materials through courses offered in this area.

The Computer Center — In addition to the services provided by

the Rhodes R. Stabley Library and the Learning Research Center, there is a Computer Center, established in July 1963, located in the heart of Indiana's main campus. The Center provides computational support for undergraduate and graduate courses, faculty and student research, and the administrative requirements of the University. The computing capacity of the Center is provided by a large-scale disk oriented central processor which supports both time-sharing and batch processing services for the university community. Typewriter terminals, located both in the Computer Center and in various departments on campus, permit the use of the computer on a time-sharing basis. Key punching facilities and a full complement of tabulating equipment are available in the Computer Center for student use. Additional key punching facilities are also available in many departments on campus. Aid in the use of the computer and facilities may be obtained from user assistants on duty at the Computer Center, and from the Center's professional staff.

Indiana's Computer Center plays an active part in the daily functioning of the University. It is the principle laboratory facility for computer-oriented courses and is used as a teaching aid in many classes involving statistical and numerical analyses and computer simulations. The staff at the Center is actively involved in continuing work aimed at making computers a more effective and readily accessible tool for both the academic and administrative segments of the university community.

Placement Service — Placement is a service offered by Indiana University of Pennsylvania to its graduates without charge. The services of the Placement Bureau are available to students who have received their Master's degree or who have been accepted as candidates for the degree in the Indiana Graduate School. Graduate students wishing to take advantage of placement service should complete the necessary forms with the Director of Placement.

Financial Aid

ASSISTANTSHIPS

For full-time graduate students (9 or more semester hours), a number of graduate assistantships determined by Commonwealth allocation are available at the University each year. Duties include teaching under supervision, assisting professors in an instructional or research capacity and providing needed student services.

There are two levels of assistantship assignment. A half-time graduate assistant performs duties for 20 hours per week and receives a stipend of \$2705. A quarter-time graduate assistant performs duties for 10 hours per week and receives a stipend of \$1352. Both assistantship levels provide a waiver of tuition for a 12 month period following the assumption of duties.

Students interested in assistantship appointments should request applications from the office of the Associate Dean of the Graduate School. The deadline for making application is March 15. Applicants for assistantship must complete their applications for admission to the Graduate School and be accepted before they can be considered for an assistantship. Assistantship appointments are made by the Chairman or Director of Graduate Studies in the department concerned with the approval of the Graduate School. Applicants are notified of the decision of their application on or shortly after April 1.

SCHOLARSHIPS

The Board of Trustees of the Indiana University of Pennsylvania has authorized the Loan and Scholarship Committee to award some scholarship aid to meritorious graduate students. The following procedure has been established by the Loan and Scholarship Committee.

1. One \$50.00 scholarship be awarded each semester to the graduate student who best merits the award.

2. Three members of the Graduate Council serve as a committee to recommend the recipient to the Loan and Scholarship Committee.

3. Nominations for the award be made to the committee by the Dean of the Graduate School.

4. To be eligible for nomination the student must have completed twelve semester hours of graduate work at Indiana and be an approved candidate for a graduate degree at Indiana.

Delta Pi Epsilon Graduate Scholarship – This graduate scholarship was established by Beta Alpha Chapter of Delta Pi Epsilon which is a National Honorary Graduate Fraternity in Business Education. The scholarship award of twenty-five dollars is made each year by Beta Alpha Chapter and is awarded to a business education graduate student on the basis of outstanding scholarship and research.

Kappa Delta Pi Graduate Scholarship – The Kappa Delta Pi Graduate Scholarship was established by Beta Gamma Chapter of this university to honor that member of the graduate group who is judged the ideal student. This award of twenty-five dollars is made each year by a committee of the local chapter and is awarded on the basis of scholarship and research competition.

Counselorships for Men – Appointments are available to men graduate students to serve as Hall Counselors and House Heads in undergraduate dormitories on and off campus. Background or training in counseling or personnel work is desirable though not essential. These appointments are made for each semester, and are usually renewable for the second semester at the regular stipend for a hall counselor. Requests for information and applications should be addressed to the Dean of Men. Completed application forms should be submitted to his office by April 1 for openings in the Fall.

Counselorships for Women — Several appointments are available to women graduate students to serve as counselors in residence halls. Counselors receive \$30.00 per month in return for working with undergraduates in the areas of social, academic, and emotional adjustment. Applications should be submitted to the office of the Dean of Women by March 25.

Veterans — Indiana is approved to offer training under the various G.I. Bills (Public Law 550) and Public Law 894 (disabled Korean veterans). Students who are entitled to training under one of these bills should contact the Veterans' Counselor immediately after being accepted for admission to Indiana in order to secure additional instructions. This procedure is necessary so veterans may be included on the monthly payrolls. The Office of the Veterans' Counselor is in Gordon Hall.

Housing Facilities

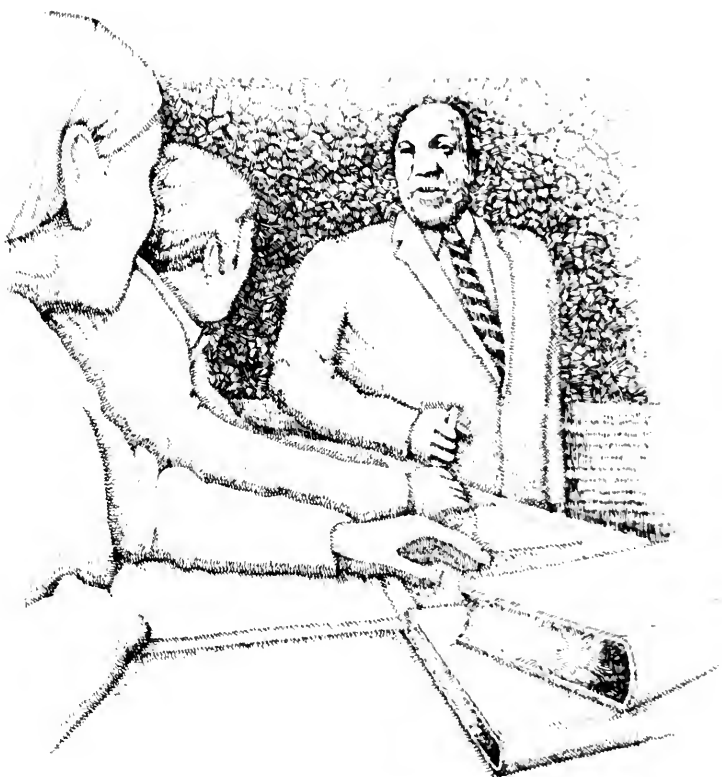
Room reservations can be made by writing to the Director of Housing. An advance registration deposit will not be required to reserve a room for summer sessions.

Students are not expected to room alone. Therefore, students are urged to apply in pairs. In this way each student is assured a congenial roommate. Single applications are handled to the best possible advantage, but the university prefers that students make their own choices whenever possible. Applications for rooms are filed in the order in which they are received.

Those in the Indiana Graduate School who desire housing facilities for the summer should write for information and make reservations with the Director of Housing. All housing arrangements should be cared for as early as possible.

The housing fee, which includes room, board, and laundry, is \$22.00 per week.

Privately owned graduate student apartments are also available at reasonable rates the year round.



ACADEMIC INFORMATION

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PROCEDURES AND REGULATIONS

A student is expected to assume full responsibility for knowing the regulations of the Graduate School. These regulations are set forth in the catalog. Students should be familiar with general regulations governing requirements for the degree and specific regulations governing the program he plans to work in. In addition students should be familiar with regulations set forth in Graduate Student Rights and Responsibilities. A copy may be secured from the Graduate School Office.

PROGRAM CHANGES

To insure their quality and relevance, the graduate programs at Indiana University are subject to constant review and change by responsible and duly-appointed groups. Consequently, the University recognizes that provision must be made to prevent hardship to students already enrolled in programs when program or general university requirements are changed. Because of this, students affected by changes in programs, policies and regulations are given the option of following the requirements in force when the student first enrolled for graduate study or those requirements in force at the time of expected graduation. While it is the student's option to choose between old or new requirements for his chosen program, he cannot vacillate between adhering to either one or the other set of requirements. Should a matter of interpretation of such situations arise, the student, his advisor, or both should petition the Dean of the Graduate School for a decision on which requirements apply.

Admissions

Admission to the Graduate School is required of all students who wish to take graduate courses for graduate credit. Each student applying for admission, either as an applicant for a graduate degree program or as an applicant for a non-degree program, must file with the Graduate School an application for admission and such other supporting documents required. Application materials will be supplied by the Graduate School upon request. The application materials should be on file in the Graduate School at least two

months prior to the beginning of the semester or term in which the applicant expects to begin graduate work. Each applicant should check the Calendar in this catalog for application deadlines.

Admission to the Graduate School means that a student may program and register for graduate courses. Admission to the Graduate School does not guarantee subsequent admission to candidacy for a degree nor does it guarantee successful completion of all requirements for the degree.

APPLICATION PROCEDURES

1. Each applicant must file with the Dean of the Graduate School a complete application form.
2. Each applicant must request two copies of official transcripts from each undergraduate and graduate institution attended. Forms for requesting transcripts are included in the application package.
3. Each applicant should request letters of recommendations from three individuals familiar with his background. At least two letters should be requested from individuals familiar with the academic background of the applicant. Recommendation forms are included in the application package.
4. Applicants may be asked to take the Miller Analogies Test and/or the Graduate Record Examinations and have a personal interview.
5. An application fee in the amount of \$10.00, non-refundable, must accompany the application. The check should be payable to: Indiana University of Pennsylvania.

REQUIREMENTS FOR ADMISSION

1. An applicant must have a Bachelor's degree from a college or university accredited by the Middle States Association of Colleges and Secondary Schools or an equivalent regional accrediting agency.
2. The applicant shall present an official transcript of all previous college and university work. The undergraduate honor point value should be 2.6 or better for all four years (2.6 assumes a grading system in which A = 4.0). If not, the applicant under certain circumstances may be asked to submit additional evidence of academic ability. Normally, this additional evidence may be in the form of scores from the Miller Analogies Test and/or the Graduate Record Examination and a personal interview.
3. Applicants planning admission to programs leading to the M.Ed. degree should have a Provisional Pennsylvania Teachers Certificate or its equivalent. Applicants for admission to graduate study leading to the M.Ed. degree who do not have proper teacher certification will be required to complete a planned program leading to certification by the time the student applies for candidacy for the M.Ed. degree.
4. It is strongly recommended that an applicant have an undergraduate major in his intended field of specialization for graduate

study. However, if the intended field of specialization for graduate study is other than his undergraduate major, he may be asked to make up deficiencies. Credit received from deficiency courses will not be counted towards his degree requirements.

ADMISSION CLASSIFICATIONS

An applicant for admission to the Graduate School will receive notification of admission classification from the Dean of the Graduate School no later than one month prior to the term in which the applicant intends to begin study. Admission classifications are as follows:

1. **Full Graduate Standing.** This classification may be given to an applicant who plans to work towards a graduate degree in the field of study and who has satisfied the requirements for admission to the Graduate School. Admission to the Graduate School on full graduate standing allows the applicant to program for courses, but it does not guarantee subsequent admission to candidacy for a degree in a specific field.
2. **Provisional Graduate Standing.** This classification may be given to qualified applicants who plan to work towards a graduate degree, but whose application materials are incomplete at the time of admission. However, if upon completion of application the applicant does not meet the minimum standards for admission, he will be denied admission.
3. **Special Graduate Standing.** This classification may be granted to applicants who do not plan to work towards a graduate degree and have satisfied the requirements for admission to the Graduate School. Applicants granted special graduate standing who wish at a later time to be reclassified to full graduate standing may request reclassification. Credits completed while on special graduate standing may, under certain circumstances, be applied towards a graduate degree after the student's classification has been changed to full graduate standing. Such action requires approval of the Graduate Dean.
4. **Inactive Standing.** Applicants who decide to postpone their actual enrollment in graduate classes will be classified as inactive. Applicants may remain on inactive status up to one year after the intended date of initial enrollment in courses. Thereafter, they must reapply for admission to the Graduate School.
5. **Denied Admission.** This classification may be given to an applicant who does not satisfy the minimum requirements for admission to the Graduate School. An individual denied admission will normally receive a letter giving the reasons for the denial.

Miller Analogies Test — Applicants for admission who are requested to take the Miller Analogies Test should schedule the examination through the Graduate School. The test is administered several times a month. Applicants taking the M.A.T. at another

institution should request that the score be sent to Dean, Graduate School, Indiana University of Pennsylvania.

Graduate Record Examinations — Applicants for admission who are requested to take the Graduate Record Examinations and all applicants for admission to candidacy who are required to take the Graduate Record Examinations may take these examinations at Indiana University of Pennsylvania. The examinations are normally administered four times a year. Individuals wishing to take the Graduate Record Examinations should write Educational Testing Service, Princeton, New Jersey 08540. Information regarding deadlines may be secured from the Graduate School. Students taking the Examinations should request that the scores be sent to Dean, Graduate School, Indiana University of Pennsylvania.

FOREIGN STUDENT APPLICANTS

All foreign students applying for admission to the Graduate School should follow the general procedures for applying for admission. In addition each applicant whose native language is not English must present evidence of ability to comprehend English. Each applicant should plan to take the Test of English as a Foreign Language (TOEFL) administered by the Educational Testing Service, Princeton, New Jersey, U.S.A. No foreign student's application will be considered until scores are filed with the Dean, Graduate School, Indiana University of Pennsylvania. Each applicant must also present evidence to the Graduate School of adequate financial resources. These resources should be sufficient to meet the cost of living in Indiana, Pennsylvania, cost of travel to and from the student's native country and cost of graduate education. Evidence of adequate financial resources should be sent directly to the Dean, Graduate School, Indiana University of Pennsylvania, Indiana, Pennsylvania 15701. As a regular procedure, the Graduate School notifies the University Foreign Student Advisor at the time of every foreign student's application. Applicants with questions on legal-political matters should direct them to him.

AUDITORS

A student cannot audit a class unless he has been admitted to the Graduate School. Auditors must have permission from the instructor and the Dean of the Graduate School before programming as an auditor. An auditor will pay the normal tuition and required fees. An auditor will, with permission from the instructor, participate in class discussion, do practicum work, take examinations and share the privileges of a class member. An audit grade will be given only if the student has completed all course requirements. The auditor cannot secure credit for his work nor can he subsequently secure credit for work done in the course. A student, who because of his status as a graduate assistant or a fellowship recipient, is required to register for a certain number of credits is not permitted to count those courses for which he is registering as an auditor for this purpose.

ACADEMIC LOAD

Many graduate students depend upon part-time or full-time employment to meet expenses. A student who is thus employed must recognize the time demands of his work schedule in planning his academic program. The Graduate School takes the position that the facilities of the Graduate School should be made available only to students who can profit from their Graduate School experience to a maximum extent.

It is possible for students to schedule a full-time load in many of the approved programs. Eight to sixteen semester hours of work per semester is regarded as a full-time graduate load. Seven semester hours of work or less is regarded as a part-time graduate load. Students who intend to take a full-time load should not plan to hold an outside full-time job. Graduate Assistants cannot register for more than thirteen hours in any one semester. No student can accumulate more than six hours in "tour" courses toward a degree.

Programming and Registration

Advisement — After a student has been admitted to the Graduate School, he should check with the Chairman or the Director of Graduate Studies in his intended field of study. If the student is unclassified, he should consult with the Deans of the Graduate School. Advisement is required for all students enrolling for graduate classes for the first time. Certain departments require that students be advised before programming for courses each semester. Consult instructions with program materials for a listing of departmental instructions on advisement.

Programming — Prior to each semester or summer session the graduate student will receive program materials and instructions from the Graduate School. Fill out the program form according to instructions and return form to the Graduate School by the deadline specified in the Calendar. Each program must be subsequently approved by the Graduate Dean.

Final Registration — After the student has returned his program to the Graduate School, he will receive a bill for tuition and fees from the Business Office. Bills should be paid before the student attends classes. Final registration for the course is not complete until tuition and fees have been paid.

Program Changes — Program changes can be made for justifiable reasons up to the end of the first week of courses. Check Calendar for the deadline. All changes must be approved by the Graduate Dean. A fee of \$10.00 will be charged for all changes after the deadline date for mail programming.

Tuition and Fees

Full-Time Tuition — 9 or more hours (for Pennsylvania residents)	\$ 750.00
Full-Time Tuition — 9 or more hours (for non-residents of Pennsylvania)	\$1,500.00
Part-Time Tuition (for Pennsylvania residents) Per Semester Hour Credit	\$42.00
Part-Time Tuition (for non-residents of Pennsylvania) Per Semester Hour Credit	\$46.00
Summer Session Tuition (for Pennsylvania residents) Per Hour Credit	\$42.00
Summer Session Tuition (for non-residents of Penna.) Per Hour Credit	\$46.00
Application Fee (Must accompany application form).....	\$10.00
Service Fee — Academic Year Full-Time Students (8 credits or more).....	\$30.00
Academic Year Part-Time Students (7 credits or less)	\$11.00
Main Summer Session — All Graduate Students.....	\$10.50
Pre and Post Summer Session — All Graduate Students	\$ 3.75
Program Change Fee.....	\$10.00
Applied Music Fee.....	\$70.00
Auditors Fee (Same as tuition)	
Graduation Fee	\$ 5.00
Master's Cap, Hood and Gown Fee.....	Nominal
Thesis or Research Project Binding Expenses Thesis — Per Copy.....	\$ 4.00
Project — Per Copy	\$ 4.00
All fees are subject to change without notice.	

REFUNDS

No portion of the course tuition shall be refunded after the end of the sixth week of classes. A graduate student is considered to be in class attendance up to the date on which he submits to the Graduate Dean a written notice of his intent to withdraw. In the case of withdrawals occurring before the seventh week of classes, the following procedures prevail. If a student cancels his registration earlier than seven days before the first night of Graduate School classes, he receives a full refund. If he withdraws in the period beginning seven days before the beginning of classes, to and including the seventh day of Graduate School classes, he forfeits one-quarter of the total semester's charges or \$50.00, whichever is greater. If a student withdraws during the period beginning with the eighth day of Graduate classes and the end of the sixth week of Graduate

Classes, he forfeits one-half of the total semester's charges or \$100.00, whichever is greater. No refunds will be made for summer sessions. No refunds will be granted to students suspended or expelled by the University.

WITHDRAWALS

Withdrawal From Courses — If a student withdraws from a course before one-half of the periods scheduled, he may do so by notifying the Graduate Dean in writing of his intent to withdraw. A grade of "W" will be entered on the permanent record. A student withdrawing from a course after the completion of one-half of the scheduled periods will automatically receive an "F". If withdrawal is caused by a health condition or for another approved reason, the grade may be indicated as incomplete and made up within sixty days of the end of the semester in which the grade was given.

Withdrawal From Graduate School — If a student withdraws from the Graduate School, the Dean of the Graduate School must be notified in writing. Students withdrawing for reasons of health or military service may be reinstated at some future time without the leave period counting as part of the five years required to complete the degree. Students who have been receiving financial aid through the Financial Aid office must process through that office at the time of their withdrawing.

Grading System

The following grading system is used for all graduate classes:

A — Excellent	C — Fair	I — Incomplete
B — Good	F — Failure	W — Withdrawn

An "I" (Incomplete) may be issued only when the work is interrupted for justifiable reason. No "I" can be given without the consent of the Dean of the Graduate School. An "I" must be made up within sixty days of the end of the semester in which it was given. An "I" given for Grad 550, or Grad 650 may be carried indefinitely. If not made up within the sixty day period, the "I" will automatically become an "F". A "W" will be entered on the permanent record if the student officially withdraws before the completion of one-third of the scheduled periods. No "W" can be given without the consent of the Dean of the Graduate School. If a student officially withdraws after the completion of one-third of the scheduled periods, an "F" will be entered on the permanent record. However, if this withdrawal is justifiable and approved by the Graduate Dean, an "I" can be given.

Applicants for Specialist Certification Programs

Indiana University of Pennsylvania offers specialist certification

programs in Learning Resources, Public School Psychology, Elementary Education and Reading. Applicants for these programs should follow the same procedures for admission, programming and registration described above. Applicants should check program descriptions in catalog for special requirements. The specialist certificate program in Learning Resources and Mass Media is a pre-master's level program. Applicants must hold a permanent college certificate for elementary or secondary education.

The educational specialist certificate program in Elementary Education requires one year of study beyond the M.Ed. degree. Applicants to this program must hold a Master's degree before applying to the program.

The Public School Psychology program is designed for those individuals who are seeking certification as Public School Psychologist in the Commonwealth of Pennsylvania. Applicants for admission to this program must have a Master's degree and an Instructional or Specialist certificate from an accredited institution.

The Reading program is designed for those individuals who are seeking certification as (1) Reading Specialist or (2) Reading Supervisors. The program leading to certification as a Reading Specialist may be taken in conjunction with an M.Ed. program in Reading. Applicants who are seeking certification as Reading Supervisors must complete all requirements for the M.Ed. in Reading, be eligible for a Level III certificate and eighteen semester hours of course work selected from Reading Supervisor's Program of Studies.

Class Cancellation

It is the policy of the Graduate School not to cancel regularly scheduled classes because of weather conditions, nor does the Graduate School issue announcements over radio stations or in newspapers or give information through its switchboard that classes will be suspended because of such conditions. In cases of emergency which disrupt transportation facilities or create personal problems, students should make decisions as to attendance which appear appropriate to them in their particular circumstances.

Graduate Student Rights and Responsibilities

In 1971 a document on graduate student rights and responsibilities was formulated through student and faculty action and approved by the Board of Trustees. A copy of this document is available to any student at the Graduate Office upon request. Some of its key provisions are the following.

General — When a student is admitted to the Graduate School, he assumes responsibility for following the procedure for (a) programming and registering, (b) payment of fees, (c) withdrawal from

class, (d) residency, (e) time requirements, (g) degree candidacy, and (h) graduation.

Grading — A student has the right to expect that all course requirements, including grading criteria and procedures, will be made clear early in a course and that course grades will represent the instructor's professional and objective evaluation of performance.

Evaluation — A departmental evaluation of academic progress and professional potential is to be placed in personal files. Such evaluation is available upon request.

Instruction — One has the right to instruction which encourages the free and open discussion of ideas, and which respects the individual needs and aspirations of the students. Likewise, it is one's responsibility to maintain the classroom decorum and atmosphere which insures that this process of learning can take place.

Advisement — One has the right to the best advice and counsel that your department can provide in such areas as program and planning, selection of courses and professors, and general degree requirements.

Role In One's Department — Each department offering a graduate program is required to establish a Graduate Studies Committee and is urged, but not required, to form an association for its graduate students.

The Graduate Student Council — The Graduate Student Council is the graduate students' organization. One representative to serve on the Graduate Student Council is elected from each department by the full- and part-time graduate students of that department. The Graduate Student Council functions to serve all graduate students by regularly reviewing the policies of the Graduate Council, by participating in the judicial procedure for graduate students, and by working to improve the social and cultural life of the Graduate student.

Judicial Procedure — Any member of the academic community of Indiana University of Pennsylvania may initiate a case involving the rights or responsibilities of graduate students. The Graduate Student Judiciary, composed of the three officers of the Graduate Student Council and two other council members, has original jurisdiction in all cases. A case may be referred, or a decision appealed, to the Departmental Graduate Judiciary, composed of the Director of Graduate Studies of the Department, two members of the graduate teaching staff, and two graduate students.

The final step in the judicial procedure is the University Graduate Judiciary, composed of five members of the Graduate Council. The University Graduate Judiciary hears all appeals brought before it, and its decision is final and binding.

Regulations for Principal's Certificates in Pennsylvania

On October 1, 1964, new regulations for the issuance of principal's certificates became effective. The new regulations for the provisional elementary or secondary principal's certificate are substantially as follows: An applicant shall: (1) Hold a Pennsylvania College Certificate. (2) Have three years of successful experience. (3) Complete 45 semester hours of graduate study, including a Master's degree with the following minimum requirements: (a) 12 semester hours in an academic field other than psychology; (b) graduate study in developmental and remedial reading; (c) 15 semester hours distributed among administrative processes, curriculum and instructional processes, and the history and role of the school in society; and (d) documentary evidence of proficiency in English. The College Certificate and experience must be at the level (elementary or secondary) for which administrative certification is requested.

The Cooperative Administration of the Regulations by Indiana University of Pennsylvania and The Pennsylvania State University

An applicant for a Provisional Elementary or Secondary Principal's certificate must be endorsed by an institution with an approved program in administration. Indiana does not provide a program in administration but has a cooperative arrangement with The Pennsylvania State University whereby a student interested in this certification may secure the endorsement of the approved institution by the following plan:

1. If a candidate for one of these certificates completes graduate work at Indiana for a Master of Education Degree in Elementary Education or in an academic field, he may complete the post master's-work (at least 15 hours) at The Pennsylvania State University.

2. When the Student applies for admission to candidacy for the M.Ed. at Indiana, he should indicate his intention to seek principalship certification. The Dean of the Indiana Graduate School will review the candidate's qualifications and may recommend the candidate to The Pennsylvania State University.

3. The Pennsylvania State University decides how much of the graduate work completed at Indiana may be counted towards the 45 hours needed for certification endorsement. Part or all of the minimum 30 hours earned for the M.Ed. at Indiana may be acceptable. The student should plan to schedule reading courses and courses in measurement and statistics as electives in his program at Indiana.

4. The completion of the research requirement at Indiana may be

accepted as documentary evidence of proficiency in English.

5. After completion of his graduate program at Indiana, the student should seek admission to the Graduate School of The Pennsylvania State University indicating his interest in principalship certification. For application forms and information write to: The Assistant Dean for Admissions, The Graduate School, The Pennsylvania State University, University Park, Pennsylvania 16802.

6. The provisional certificate based on the 45 hours is valid for serving as a Principal for five years. To make this provisional certificate permanent, 15 additional approved graduate hours are required and may be completed at The Pennsylvania State University or other institutions with an approved administration program.

Master's Degree Programs

The Graduate School at Indiana University offers work leading to the degree Master of Education in the following fields:

Art	Home Economics
Biology	Learning Resources
Business	Mathematics
Chemistry	Music
Counselor Education	Physics
Educational Psychology	Reading
Elementary Education	Science
Elementary Mathematics	Social Science
Elementary Science	Spanish
English	Special Education
Geography	Speech and Hearing
Geoscience	

Work leading to the Master of Arts degree is offered in:

Counseling Services	Music
Criminology	Psychology
English	Social Science
Geography	Spanish
History	

Work leading to the Master of Science degree is offered in:

Biology	Geoscience
Business	Mathematics
Chemistry	Physics
Geography	

In addition to the above programs, an interdisciplinary independently structured PROFESSIONAL GROWTH program has been developed. The degree awarded will be either an M.A., M.S., or M.Ed. depending on the various area concentrations determined by each student and his advisory committee. For further information write PROFESSIONAL GROWTH DEGREE, THE GRADUATE

SCHOOL, INDIANA UNIVERSITY OF PENNSYLVANIA,
INDIANA, PENNSYLVANIA.

REQUIREMENTS FOR THE MASTER'S DEGREE

All students working towards a master's degree must satisfy the minimum Graduate School requirements described below. In addition each department may have special requirements. Students should be familiar with the requirements in their own department.

Under certain circumstances Graduate School requirements for the Master's degree may be satisfied by means of substitution. In no case will a requirement be waived. Requests for the acceptance of substitutions should be made in the form of a petition to the Graduate Council. Each petition must have the approval of the Graduate Dean and the Department Chairman.

Residency Requirement — Each student working towards a master's degree must satisfy the residency requirement. The residency requirement can be satisfied by either full-time study (eight or more semester hours) during fall or spring semester or by completing twelve semester hours in two consecutive summer sessions plus four semester hours during the intervening academic year or sixteen semester hours in two consecutive summer sessions.

Admission to Candidacy — The student must complete the following steps to qualify for admission to candidacy:

1. Submit an official application for admission to candidacy.
2. Complete with satisfactory grades at least six semester hours and no more than twelve semester hours of graduate work at Indiana University of Pennsylvania.
3. Submit scores in the Aptitude Test and the Advanced Test of the Graduate Record Examinations.
4. Satisfy the Research Course requirement.
5. Submit a tentative program of study for the completion of the graduate program.

An applicant for admission to candidacy must be recommended for admission by his department. Admission to candidacy requires the approval of the Graduate School.

Transfer of Credit — Credit for graduate courses completed at another institution may under certain circumstances be transferred to a graduate student's program at Indiana University. These courses must have been completed on the main campus of an accredited institution. Transfer credit will not be given for courses completed in extension or in off-campus centers. Transfer credit will not be accepted for courses in which a grade lower than a B or its equivalent have been received. Transfer credit will be given only if the course was completed within the five years immediately preceding the awarding of the degree.

No more than six credits of transfer work will be accepted. A

student cannot request transfer of credit until he has been admitted to candidacy. Transfer of credit must be approved by the candidate's department and the Dean of the Graduate School. Students who wish to register for courses in another institution while enrolled in a graduate degree program at Indiana University must receive permission from the Dean of the Graduate School prior to registering for these courses.

Credit Requirement — Each candidate for the master's degree must complete a minimum of thirty semester hours, as well as all other requirements for that degree.

Time Requirement — All requirements including course requirements must be completed within the five years immediately preceding the date of the awarding of the degree. Any work accepted by transfer from another institution must fall within this period.

Research Course Requirement — Each candidate for the master's degree must satisfy the research tool requirement. Normally this can be satisfied by taking Grad 515 or an acceptable department substitute. Under certain circumstances, this requirement may be satisfied through independent study. However, permission of the Graduate Dean is required in such case.

Scholarship — Each candidate for the master's degree must complete an acceptable program with an overall grade point average of 3.0 (B) or better. Candidates who have completed all other requirements for the master's degree, but are below the minimum overall grade point average will not be accepted as applicants for the degree.

Final Six Credits — All candidates for the Master's degree must complete the final six credits of work in courses given by Indiana University. Under certain circumstances appropriate substitutions may be made in order to satisfy this requirement. Students wishing to make substitutions may make such a request to the Graduate Council.

Application for Graduation — After completing all requirements for the master's degree, the candidate must file an application for graduation. All applications must be filed prior to the deadlines listed in the Calendar.

Commencement — At the time that all requirements for the Master's Degree have been completed, the degree will be awarded. An official diploma will be available for the student at the commencement following the completion of the requirements.

REQUIREMENTS FOR CERTIFICATION PROGRAMS

Applicants admitted to the Graduate School who wish to work towards certification should check program descriptions in catalog for requirements related to their program. Students admitted to

certification programs which include the completion of a master's degree will come under the same regulations described above. The Graduate School does not certify students. Certification is made upon the recommendation of the Dean of the School of Education.

THE RESEARCH REQUIREMENT

Candidates for the M.A., M.S., or M.Ed. degree must satisfy the research requirement as established by the Graduate Council and designed by the departments of the various graduate fields. This requirement is essentially that every candidate must conduct some independent study related to his major field and report on this study with a written thesis or research project, a recital, or another approved method. The degree sought, the ability and record of the candidate, and the nature of the proposed research are factors in determining how each candidate will be advised to satisfy this requirement.

Steps in Satisfying the Research Requirement by submitting a TWO HOUR, NO-COMMITTEE THESIS

This option is satisfied by following the steps below. The credits are programmed as Grad 550 Thesis for the semester that the student intends to finish his thesis.

1. The student schedules the course or courses designated by his major field department as designed to assist him in developing the necessary research techniques. Since many projects require considerable time for completion, it is desirable to schedule this work early in the graduate program.
2. The student selects an area of interest in which to do his research.
3. The student gathers from his own experience and from a perusal of completed research some specific topics within his area of interest that might satisfy the research requirement.
4. The student discusses these tentative research plans with the Chairman of his major field department.
5. The student, with the guidance and approval of the Chairman, selects a graduate faculty member who is qualified in the area of the research to act as his adviser. The student secures the agreement of the designated faculty member.
6. The student, with the guidance of his adviser, outlines the nature and scope of a specific research topic.
7. The student develops his topic outlined into a formal research proposal. (A suggested proposal outline is available in the Research Office, Room 204, Clark Hall.) The adviser approves the research proposal before it is typed in multiple copies.
8. The student types three copies of his research proposal (one for himself, one for his adviser, and one for the Associate Dean for Research) and submits the latter two to his adviser together with the Research Approval Form (available in the Appendix of this bulletin).

9. The adviser signs Section II of the Research Approval Form and sends it together with one copy of the research proposal, to the Associate Dean for Research.
10. The Associate Dean for Research reads the research proposal. He signs Section III of the Research Approval Form and sends it together with the research proposal to the Dean of the Graduate School. If the Associate Dean for Research desires certain minor changes in the proposal these are forwarded to the adviser. If major revisions are necessary, the research proposal is returned to the adviser.
11. The Dean of the Graduate School, on receiving the student's research proposal and the Research Approval Form signed in sections II and III, notifies the student by letter that his research proposal has been approved and if successfully completed will satisfy the Graduate School's research requirement. In most cases the approval of the research proposal expires after one year.

NOTE: The student must complete the first eleven steps before applying for graduation.

12. The Associate Dean for Research files the research proposal in the student's folder in the Graduate School Office.
13. The student conducts his research. The adviser is frequently given progress reports. Changes in the approved research proposal are permitted provided they have been discussed with the adviser, and the Associate Dean for Research has been notified in writing.
14. The student submits the first rough draft of his research project to his adviser. The main emphasis in this draft is organization, sufficiency of data, and accuracy of analysis.
15. After the adviser reads the first draft, a conference is held to discuss any necessary revisions.
16. The student prepares the final rough draft. This draft meets the style and format requirements outlined in *W. G. Campbell's Form and Style in Thesis Writing* (available in the student bookstore). It should be free from errors in spelling, punctuation, grammar and paragraphing.
17. The student submits the final draft of his research project to his adviser. The adviser reads this draft to insure that the suggestions made during the conference on the first draft have been included. He also checks the general format and style.
18. The final rough draft is sent by the adviser to the Associate Dean for Research.

NOTE: The deadline date for the final draft to be in the Research Office is December 1 for January graduation; April 1 for May graduation; and July 1 for August graduation. Only minor corrections are permitted after the deadline date, and in the event that a major revision is called for, the student is

removed from the graduation list. Notification of this removal is by letter from the Associate Dean for Research.

19. The final rough draft is returned to the adviser by the Associate Dean for Research with instructions for typing the final copies and required abstracts.
20. The finished typed copies (three for the University and any additional copies desired by the student) and the required abstracts are submitted to the Associate Dean for Research.

NOTE: These finished copies and required abstracts must be in the Research Office at least one week before the commencement date. The student should secure necessary signatures before turning the final typed copies in to the office of the Associate Dean for Research.

21. The Associate Dean for Research sees that the copies are bound and distributed. The three University copies are filed in the library, in the department office, and in the Research Office.
22. The abstract of the research project is printed in the annual **Research Bulletin**.

Steps in Satisfying the Research Requirement by Submitting a Committee Thesis

NOTE: These steps are to be followed for those theses involving committees and for dissertations.

The procedure for satisfying the research requirement by submitting a thesis is the same as for the no-committee thesis with the following "step" substitutions:

6. The student, with the guidance of his adviser, outlines the nature and scope of the specific research topic. The adviser determines whether or not the proposed research will contribute new knowledge to the field of study and thus qualify as a thesis. The adviser and the chairman of the major department select a thesis committee. This committee normally consists of the adviser, who acts as chairman; the chairman of the major department; the Associate Dean for Research and at least one other faculty member.
8. In addition to his own copy, the student prepares one copy of his proposal for each member of his committee and submits them, together with the Research Approval Form (available in the Appendix of this bulletin) to his adviser. The adviser distributes them to the committee members and at the same time arranges for a thesis committee meeting on a date no less than one week hence. The adviser informs the secretary of the Research Office of this date and she sends out official notices, indicating the time and the location of the meeting, to the student and to each member of the Committee.

9. The thesis committee meets at the designated time and place to discuss the nature of the proposed research and the method to be used in developing the topic. The members of the committee sign Section IV of the Research Approval Form. Any minor revisions in the proposal made by the committee are observed by the student as he prepares his rough draft. Should the committee suggest major changes, the proposal is resubmitted to the committee before Section IV of the Research Approval Form is signed. (This necessitates the formal calling of another thesis committee meeting.)
10. The Associate Dean for Research sends the signed Research Approval Form and his copy of the thesis proposal to the Dean of the Graduate School.
11. Substitute "Sections II and IV" for "Sections II and III."
17. The student prepares one copy of his final rough draft for each member of the committee and submits them to his adviser. The adviser distributes them to the committee members and at the same time arranges for a thesis committee meeting on a date no less than one week hence. The adviser informs the secretary of the Research Office of this date and she sends out official notices, indicating time and location of the meeting, to the student and each of the committee members.
18. The thesis committee meets at the designated time and place. The student briefly outlines the significant findings of his research and then answers questions put to him by committee members concerning the content, organization, and conclusions of his study. The members of the committee sign Section V of the Research Approval Form. The chairman of the committee determines the grade to be received for the thesis and records it on the Research Approval Form at the time he signs.

NOTE: The deadline date for the thesis committee meeting to approve the final rough draft is December 1 for January graduation; April 1 for May graduation; and July 1 for August graduation. If this meeting is not held by the deadline date the student is removed from the graduation list. Notification of this removal is by letter from the Associate Dean for Research.

STUDENTS PLANNING TO GRADUATE IN AUGUST MUST REMEMBER THAT MANY FACULTY MEMBERS ARE NOT ON CAMPUS DURING THE SUMMER. THEREFORE, DATES FOR THESIS COMMITTEE MEETINGS SHOULD BE WELL IN ADVANCE TO INSURE THAT THE FACULTY MEMBERS WILL BE AVAILABLE.

19. At the time of approval, the Associate Dean for Research gives the student instructions for typing the final copies and required abstracts.
22. The abstract of the thesis is printed in the annual **Research Bulletin**.

Steps in Satisfying the Research Requirement by Giving a Recital

Students planning to satisfy the research requirement by giving a recital work under the direction of the chairman of the music department and an applied teacher. The outlined procedure for the Graduate Recital is available in the Music Department office. Jury approval of the student audition (Step 2 of "Suggested Procedure for the Graduate Recital") must be obtained by December 1 for January graduation; April 1 for May graduation; and July 1 for August graduation. The student is also responsible for preparing a report of his recital for the Associate Dean for Research (Step 5 of "Suggested Procedure for the Graduate Recital"). A booklet describing the form and style of this report is available in the Research Office. The recital program is printed in the annual **Research Bulletin**.

Suggested Procedure for the Graduate Recital

1. The graduate music student will first discuss the possibility of doing a recital, in lieu of the thesis, with the chairman of the department and his applied teacher. This should be done early in his private study, preferably during the first course.
2. The student is responsible for arranging for a jury audition during his fourth semester of private study. This jury is to consist of all the staff members whose special field is the same as the performance area of the student, plus the chairman of the department.

The applied teacher is responsible for providing a completed approval form with the signatures of the jury members affixed, to the graduate office, the music office, the applied teacher, and the student.

3. Following step two, the student shall confer with the chairman to select a date to be placed on the calendar for the recital.
4. The recital may be programmed for two to four hours of credit after successful completion. The number of hours must be approved at the time of the jury audition and must show on that report.
5. A Recital Report:
 - a. Four copies are to be filed in the Graduate Office. The office will see that they are bound in an acceptable manner for future reference. There will be a small charge for this service, payable by the student.
 - b. This report will contain the following:
 - (1) A title page similar in style to a thesis title page.
 - (2) The approval report signed by the members of the jury with the mark (A, B, C, or F) indicated.
 - (3) The printed program. The student is responsible for this item and the cost involved. The program proof must be

approved by the applied teacher before the actual printing is done.

- (4) A set of program notes. This also must be approved by the applied teacher. This item will be typewritten or a part of the printed program, at the option of the student.
6. The student will make arrangements to have his performance recorded on tape and two additional copies made: one for the graduate office, one for the music department, and one for the student. The cost of this requirement will be borne by the student. Machines are available at no charge, and tapes are available at cost, in the music office. He will also arrange for the reservation of the auditorium, stage crew, and ushers.
7. The final responsibility of initiating each of these steps and seeing that they are completed, rests with the student.

Other Methods of Satisfying the Research Requirement

Other accepted forms of research, as approved on an individual basis or as a policy of a particular degree or department, must be completed by December 1 for January graduation; April 1 for May graduation; and July 1 for August graduation.

Exceptions to Policy

The methods for satisfying the research requirement as described above are those established by the Graduate Council and implemented by the Dean of the Graduate School. Any exceptions to these procedures must have prior approval of the Dean of the Graduate School.

Duplicate copies of the research proposal and drafts of a thesis or project should be retained by the student. The Graduate School cannot accept responsibility for the loss of such materials.

ADVANCED GRADUATE STUDY BEYOND MASTER'S DEGREE

Students may find that more courses are offered that would be of benefit to them than they are able to include in their Master's degree program. These students are encouraged to continue their training after receiving their Master's degree and this additional training will be recognized by many school districts for salary purposes and by the Bureau of Teacher Certification for certification purposes. Students are advised, however, that most graduate schools have their own residence requirements and will probably not accept more than 30 credit hours (or Master's equivalent) of graduate credit earned at Indiana toward the Doctor's degree at their institution.

Appropriate certificates may be awarded to the student who completes an additional 15 or 30 credit hours beyond the Master's

degree. For purposes of this certificate these credits must be apportioned in a manner approved by the Dean of the Graduate School.

Eligibility of Teaching Staff

Members of the faculty of Indiana University of Pennsylvania with a rank of Assistant Professor or above (or equivalent), may not receive a graduate degree from this institution. This regulation applies also to any faculty member employed by this institution **full-time** at the instructor rank unless such an individual is already an approved candidate for a degree in the Graduate School of I.U.P. at the time he is given full-time employment as an instructor. Faculty members may, however, register for work in the Graduate School and apply the credit toward graduate degrees to be conferred by other institutions.

The Doctor's Degree

The Graduate School offers a program leading to the Doctor of Education degree in Elementary Education and a program leading to the Ph.D. degree in English and American Literature.

THE DEGREE OF DOCTOR OF EDUCATION

The Doctor of Education degree is a professional degree designed primarily for those who desire to continue advanced study toward becoming superior teachers or teacher educators or teacher supervisors.

This degree is conferred for distinguished achievements in a specialized area of education, for demonstrated ability in independent research and in recognition of a significant contribution to education as evidenced by the dissertation. The degree is not awarded until the candidate has demonstrated a comprehensive understanding of the foundations of education and proficiency in applying this understanding to his field of specialization.

Each department offering the degree has beyond the general requirements of the Graduate School its own special requirements to be met and may, but only with the approval of the Graduate Council, waive or modify any of the general requirements. The department's detailed description of the degree should be consulted.

General Requirements

A minimum of three academic years of study beyond the Bachelor's degree, or the equivalent, or two years beyond the

Master's degree, must be devoted to the doctoral program.

After the student has been declared a candidate for the degree a maximum of five years is allowed for the completion of work.

A minimum of sixty semester hours of credit, exclusive of research credits, must be earned beyond the Bachelor's degree.

Candidates for the doctor's degree are expected to enroll as full-time resident students and must serve a residency of at least two consecutive semesters.

Transfer credit is limited to the credit-equivalent of a Master's degree, except in special cases approved by the appropriate department chairman and the Dean of the Graduate School.

Admission to Candidacy

Each doctoral program will have a single candidacy committee for all doctoral students. The membership of this committee may vary from time to time depending upon the decision of the department.

- a. Each student admitted to a doctoral program will be screened for candidacy after completing no less than 8 credits and no more than 16 credits beyond the Master's degree with a minimum quality point average of 3.00 or higher. Departmental requirements for minimum quality point average may be set higher than the Graduate School requirement but in no case can they be lower.
- b. The candidacy committee will be responsible for the administration of the candidacy examination.
- c. The candidacy committee will be responsible for making recommendations regarding transfer of credit and tentative identification of fields of study to the Dean of the Graduate School.

Credit being accepted for transfer normally should have been completed within a period of no more than five years prior to initial enrollment in a doctoral program at IUP. Departments will evaluate transcripts of previous graduate work completed at the time of admission and will notify the student as to the courses and credits that will probably be accepted for transfer purposes. An official request to the Graduate School for transfer of credit will be made at the candidacy stage.

- d. The candidacy committee will be responsible for evaluating the G.R.E. scores of students seeking candidacy.
- e. The candidacy committee will be responsible for developing with the student a dissertation committee. It will recommend a dissertation committee to the Graduate School. The dissertation committee will be appointed by the Dean of the Graduate School.
- f. The candidacy committee will be responsible for recommending to the Graduate School admission to candidacy for each student once the above criteria have been satisfied.

The Dissertation Committee

The candidate's dissertation committee is normally composed of five persons.

The dissertation committee will supervise the student's program from the point at which he is admitted to candidacy through the defense of the dissertation. This will include the preparation of a plan of study, setting of the comprehensive examinations, general supervision related to satisfying degree requirements (residency, foreign language, etc.), and general supervision of research proposal and the dissertation.

1. The dissertation committee will prepare with the student a Plan of Study. The Plan of Study will include the following:
 - a. Final field identification and courses to be taken within each field including transfer courses.
 - b. Tentative identification of foreign language and/or research tools and the way in which the candidate expects to satisfy them.
 - c. Tentative identification as to how residency will be satisfied.
 - d. Tentative identification as to how and when internship requirement is to be satisfied.
2. The Comprehensive Examination can be scheduled at any time following admission to candidacy but only with the approval of the dissertation committee. Normally the comprehensive examination is taken towards the end of the completion of course work.
3. Normally the Research Proposal will be submitted by the student after he has successfully completed the comprehensive examination.

The Candidacy Examination

The candidacy examination, which may be written, or oral, or both, and which may serve also as the final examination for the Master of Education degree (where a department requires such an examination), is administered by the department of the student's principal subject in his area or areas of specialization. This examination may not be taken until the student has completed at least one year of study beyond the Bachelor's degree. Scores on the examination must satisfy the student's dissertation committee.

The Comprehensive Examination

The comprehensive examination is given to determine whether the student has made satisfactory progress in his study, and to determine the likelihood that he will pursue research for his thesis profitably and meet training requirements for the degree.

This examination is both written and oral and is administered by the dissertation committee after the student has completed forty-five

hours of work beyond the Bachelor's degree and before he has completed sixty. The examination is scheduled three times a year, in November, March and July.

The Plan of Study

Preparation for the degree of Doctor of Education is based on (1) the study of the history and philosophy of education, the psychology and sociology of education, and measurement, evaluation and statistics; (2) a concentration or major in counseling and guidance, educational administration, educational psychology, elementary education, or special education; (3) a minor field of study (usually but not necessarily from a department other than education).

The program of study must be planned in consultation with the department of major study and must be approved by the Dean of the Graduate School. The student should plan his course of study with his department so as to meet both departmental and general Graduate School requirements. The plan of study should designate (1) major field and minor area or areas of concentration, (2) courses to be taken, including a sequence in statistics and computer language, (3) the general field of research, (4) the names of members of the advisory committee, and (5) the subject (tentative) of the dissertation.

The plan of study must be filed with the Dean of the Graduate School as a part of the student's petition for candidacy.

Statistics and Computer Language

For the Doctor of Education degree the candidate must pass a sequence of courses in statistics as prescribed by the major department. He must also demonstrate by examination, or through evidence of training satisfactory to the major department, a competence in computer language.

These requirements may be met after the time of admission to candidacy, but necessary training in statistics and computer language should be scheduled early in the candidate's program.

Review of Research Proposal

After the candidate has passed the comprehensive examination and after he has done extensive preliminary research, he must appear before his dissertation committee to defend his research proposal. A copy of this proposal, prepared according to directions supplied by the Associate Dean for Graduate Research must be in the hands of each committee member at least two weeks in advance of the meeting. The proposal must be found satisfactory by all members of the committee before the candidate may proceed with the dissertation.

The Dissertation

A dissertation is required of all candidates for the Doctor of Education degree. The thesis must demonstrate the candidate's mastery of the area of his research. It must embody the results of an original investigation in his principal field of study. It must give evidence of an exhaustive study of a specialized field and must provide an authoritative statement of knowledge on the subject or produce a new interpretation by rearrangement or reanalysis of existing data. The work must provide a definite contribution to knowledge of sufficient importance to warrant its publication. He may schedule in research up to three credits a semester from the time at which the dissertation subject is approved by the dissertation committee.

Dissertation Review Meeting

After the doctoral thesis has been accepted by the candidate's research adviser, a finished copy is presented to the Dean of the Graduate School, from whom it circulates to all members of the dissertation committee. At a time convenient to all, the candidate shall then request a formal meeting of the dissertation committee in order to secure approval of the dissertation. The dissertation must be approved by each member of the dissertation committee.

Publication of the Dissertation

After the dissertation has been approved and accepted by the committee, three copies of the dissertation and two copies of an abstract must be submitted to the Graduate Council through the office of the Dean of the Graduate School. The major department may require an additional copy for the department archives. Instructions on the final form of the dissertation are available at the office of the Associate Dean for Graduate Research.

The dissertation must be microfilmed according to the plan provided by University Microfilms, Ann Arbor, Michigan.

Re-examination

A student who fails the candidacy examination, or any part of the comprehensive examination, or any of the examinations in statistics or computer language, may present himself for re-examination not earlier than one semester later nor later than one year after the time of the first examination. No student will be allowed a third examination without a recommendation to that effect from the department in which he has done his major work and the approval of the Graduate Council.

Application for Graduation

Formal application for graduation must be filed with the Dean of the Graduate School not later than two months prior to the date of

the University Convocation at which the candidate expects to receive the Doctor's degree.

THE DEGREE OF DOCTOR OF PHILOSOPHY

The Doctor of Philosophy degree is conferred for distinguished achievement in some particular field of scholarship and for demonstrated ability for independent research in a subdivision of this field. No specific number of course credits entitles a student to the degree.

Each department offering the degree has beyond the general requirements of the Graduate School its own special requirements to be met, and may, but only with the approval of the Graduate Council, waive or modify any of the general requirements. The department's detailed description of the degree should be consulted.

General Requirements

A minimum of three academic years of study beyond the Bachelor's degree, or the equivalent, or two years beyond the Master's degree, must be devoted to the doctoral program.

After the student has been declared a candidate for the degree a maximum of five years is allowed for the completion of work.

A minimum of sixty semester hours of credit, exclusive of research credits, must be earned beyond the Bachelor's degree.

Beyond the Bachelor's degree one academic year of full-time enrollment on the Indiana University campus is required to fulfill residence. This requirement may be satisfied by enrolling for two semesters or for one semester and a summer.

Transfer credit is limited to the credit-equivalent of a Master's degree, except in special cases approved by the appropriate department chairman and the Dean of the Graduate School.

Admission to Candidacy

Each doctoral program will have a single candidacy committee for all doctoral students. The membership of this committee may vary from time to time depending upon the decision of the department.

- a. Each student admitted to a doctoral program will be screened for candidacy after completing no less than 8 credits and no more than 16 credits beyond the Master's degree with a minimum quality point average of 3.00 or higher. Departmental requirements for minimum quality point average may be set higher than the Graduate School requirement but in no case can they be lower.
- b. The candidacy committee will be responsible for the administration of the candidacy examination.
- c. The candidacy committee will be responsible for making recommendations regarding transfer of credit and tentative identification of fields of study to the Dean of the Graduate School.

Credit being accepted for transfer normally should have been completed within a period of no more than five years prior to initial enrollment in a doctoral program at IUP. Departments will evaluate transcripts of previous graduate work completed at the time of admission and will notify the student as to the courses and credits that will probably be accepted for transfer purposes. An official request to the Graduate School for transfer of credit will be made at the candidacy stage.

- d. The candidacy committee will be responsible for evaluating the G.R.E. scores of students seeking candidacy.
- e. The candidacy committee will be responsible for developing with the student a dissertation committee. It will recommend a dissertation committee to the Graduate School. The dissertation committee will be appointed by the Dean of the Graduate School.
- f. The candidacy committee will be responsible for recommending to the Graduate School admission to candidacy for each student once the above criteria have been satisfied.

The Dissertation Committee

The candidate's dissertation committee is composed of five persons.

The dissertation committee will supervise the student's program from the point at which he is admitted to candidacy through the defense of the dissertation. This will include the preparation of a plan of study, setting of the comprehensive examinations, general supervision related to satisfying degree requirements (residency, foreign language, etc.), and general supervision of research proposal and the dissertation.

1. The dissertation committee will prepare with the student a Plan of Study. The Plan of Study will include the following:
 - a. Final field identification and courses to be taken within each field including transfer courses.
 - b. Tentative identification of foreign language and/or research tools and the way in which the candidate expects to satisfy them.
 - c. Tentative identification as to how residency will be satisfied.
 - d. Tentative identification as to how and when internship requirement is to be satisfied.
2. The Comprehensive Examination can be scheduled at any time following admission to candidacy but only with the approval of the dissertation committee. Normally the comprehensive examination is taken towards the end of the completion of course work.
3. Normally the Research Proposal will be submitted by the student after he has successfully completed the comprehensive examination.

The Candidacy Examination

The candidacy examination, which may be written or oral, or both, and which may serve also as the final examination for the Master's degree (where a department requires such an examination), is administered by the department of the student's principal subject. This examination may not be taken until the student has completed at least one year of study beyond the Bachelor's degree. Scores on the examination must satisfy the student's advisory committee.

The Comprehensive Examination

The comprehensive examination is given to determine whether the student has made satisfactory progress in his study, and to determine the likelihood that he will pursue research for his thesis profitably and meet training requirements for the degree. It may be both written and oral and is designed by the candidates committee to test the student's knowledge in his major field of specialization and supporting fields. It is not necessarily confined to the areas in which the student has taken course work at Indiana or elsewhere.

This examination may not be taken until the student has completed at least one and one-half years of study beyond the Bachelor's degree.

The Plan of Study

Preparation for the degree of Doctor of Philosophy is based on the study of a major subject, to which one or more minors may be added. The program of study must be planned in consultation with the department of major study and must be approved by the Dean of the Graduate School. The student should plan his course of study with his department so as to meet both departmental and general Graduate School requirements. The plan of study should designate (1) major field and minor areas of concentration, (2) courses to be taken, (3) foreign languages in which reading proficiency is to be attained, (4) the general field of research, (5) the names of members of the dissertation committee, and (6) the subject (tentative) of the dissertation.

The plan of study must be filed with the Dean of the Graduate School as a part of the student's petition for admission to candidacy.

Foreign Language Requirements

The candidate for the Doctor of Philosophy degree is required to demonstrate a competent reading knowledge of two foreign languages appropriate to the general area of study or (upon recommendation of his advisory committee) a reading knowledge of one foreign language together with a comprehensive knowledge of its literature. In the first case the requirements for either or both of the languages may be met by passing a third-year college course in a foreign language, with a minimum grade of C, within five years (or less, at the discretion of the department) of admission to the Graduate

School. In the second case the passing of at least two graduate courses in a foreign literature, conducted in the language of that literature, is required. Otherwise, the requirement of competence in an approved language must be met by passing an examination proving the student's ability to read in that language in his general area of study.

Language examinations are given four times a year at times and places designated in the current calendar of the Graduate School. Students who desire to be scheduled must file applications at least five weeks in advance of the examination date.

Examinations in French, German, Russian, and Spanish are administered by the Educational Testing Service. The fee is \$7.00. All other language examinations are administered by the Foreign Language Department of the University. For these there is no fee.

The student should acquire proficiency in the foreign language early in his graduate career and well before he starts reading for the comprehensive examination, but he should not present himself for examination until he feels confident of passing.

Review of Research Proposal

After the candidate has passed the comprehensive examination and after he has done extensive preliminary research, he must appear before his dissertation committee to defend his research proposal. A copy of this proposal, prepared according to directions supplied by the Associate Dean for Graduate Research, must be in the hands of each committee member at least two weeks in advance of the meeting. The proposal must be found satisfactory by all members of the committee before the candidate may proceed with the dissertation.

The Dissertation

A dissertation is required of all candidates. The thesis must demonstrate the candidate's mastery of the area of his research. It must embody the results of an original investigation in his principal field of study. It must give evidence of an exhaustive study of a specialized field and must provide an authoritative statement of knowledge on the subject or produce a new interpretation by rearrangement or reanalysis of existing data. The work must provide a definite contribution to knowledge of sufficient importance to warrant its publication.

A student may schedule in research up to three credits a semester from the time at which the dissertation subject is approved by the dissertation committee.

Dissertation Review Meeting

After the doctoral thesis has been accepted by the candidate's research advisor, a finished copy is presented to the Dean of the Graduate School, from whom it circulates to all members of the

dissertation committee. At a time convenient to all, the candidate shall then request a formal meeting of the dissertation committee in order to secure approval of the dissertation. The dissertation must be approved by each member of the dissertation committee.

Publication of the Dissertation

After the dissertation has been approved and accepted by the committee, three copies of the dissertation and two copies of an abstract must be submitted to the Graduate Council through the office of the Dean of the Graduate School. The major department may require an additional copy for the department archives. Instructions on the final form of the dissertation are available at the office of the Associate Dean for Graduate Research.

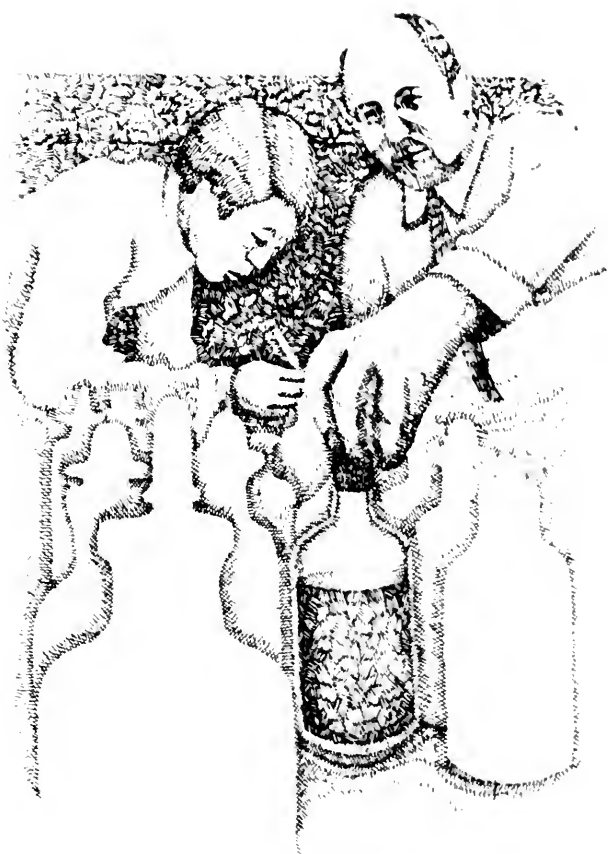
The dissertation is published by University Microfilms, Ann Arbor, Michigan, and a fee of \$25.00 is charged to cover this expense. Upon certification by the student's committee and the Dean of the Graduate School, the typed first copy and an abstract not exceeding 600 words are forwarded to University Microfilms. (This abstract is in addition to the two copies of the abstract required for binding with the dissertation and must be carefully prepared for microfilming according to specification set forth by the Associate Dean for Research). The manuscript is microfilmed, and the negative inspected and placed in vault storage. The manuscript is catalogued and this information is sent to the Library of Congress for printing and distribution of cards to depository catalogues and libraries. The abstract is printed in the forthcoming issue of Doctoral Abstracts and distributed to leading libraries in this country and abroad, and to a select list of journals and abstracting services. The first copy with one positive microfilm is then returned to the Rhodes R. Stabley Library on the University campus.

Re-examination

A student who fails the candidacy examination, or the comprehensive examination, or any of the language examinations, may present himself for re-examination not earlier than one semester later nor later than one year after the time of the first examination. No student will be allowed a third examination without a recommendation to that effect from the department in which he has done his major work and the approval of the Graduate Council.

Application for Graduation

Formal application for graduation must be filed with the Dean of the Graduate School not later than two months prior to the date of the University Convocation at which the candidate expects to receive the Doctor's degree.



**SERVICE COURSES
TO VARIOUS PROGRAMS**

GENERAL SERVICE COURSES

SUPERVISED LABORATORY EXPERIENCE

Harold A. Dock, Director of Student Teaching

Ed 540 **Supervision of Student Teaching** **2 s.h.**

Designed for supervising teachers and others working with student teachers, this course provides opportunity for the development of pertinent materials and for continuous evaluation of various aspects of the student teaching program. Stress is also given to evaluate procedures used in working with prospective teachers. Basic principles underlying an effective student teaching program are examined from a theoretical and applied viewpoint. Prerequisite: Teaching certificate and teaching experience.

RESEARCH

George W. Wiley, Associate Dean for Research, Graduate School

Grad 515 **Elements of Research** **2 s.h.**

Selection of a research problem, collection of data, types of research, the research report, and the use of the library and the computer in connection with the research problems will be studied. Elements of statistics are introduced. This course provides background for the preparation of the thesis and enables the student to become an intelligent consumer of the products of educational research.

NOTE: Some sections of Grad 515 are taught by departments exclusively for their majors. Students should check the schedule of classes and program the appropriate section.

Grad 550 **2-8 s.h.**

Thesis: Students register for this course when writing the thesis. Grad 550 should be scheduled for the semester that the student plans to complete his work.

Recital: Graduate students in music education may prepare and perform a formal recital under the guidance of their private teacher in their major performing area. Approval for the presentation of a recital in lieu of the thesis must be secured from the graduate committee of the Music Education Department. A student should secure approval for this event early in his graduate program, but the actual performance of the recital should occur close to the end of his graduate program. Grad 550 should be scheduled for the semester that the student plans to give his recital.

Grad 650 **Dissertation** **Hours to be arranged**

Students preparing a doctoral dissertation for credit must register for this course. The number of credits assigned and the extent of time for which the

research activity is scheduled depend upon the nature and scope of the individual student's research problem as well as his total doctoral program.

NOTE: Credits for both Grad 550 and 650 if not completed during the semester scheduled are recorded as INCOMPLETE. They remain so until the paper is approved. THEY DO NOT AUTOMATICALLY REVERT TO THE GRADE OF "F" in a specific length of time. Also, Grad 550 and 650 can be programmed above the regular load.

STATISTICS

Melvin Woodard, Chairman,
Department of Mathematics
Blaine C. Crooks, Jack L. Shepler

Grad 516 Statistical Methods I 2 s.h.

Consists of measurement and statistical techniques as used in teaching school administration, and common educational research. The basic descriptive statistics, including measures of central tendency, variability and correlation will be developed. The reliability and validity of test scores will also be discussed. Emphasis will be placed upon the use of the statistical techniques studied and their interpretation.

Grad 517 Statistical Methods II 2 s.h.

Advanced statistical devices for educational research workers. The basic concepts of statistical inference and prediction will be developed, including regression and prediction, hypothesis testing, analysis of variance, and partial and multiple correlation. Emphasis will be placed upon the use of interpretation of the techniques studied. Prerequisite: Grad 516 or equivalent.

COMPUTER SCIENCE

Howard E. Tompkins, Chairman
Gary L. Buterbaugh, V. V. Chellappa, James H. Maple

CSci 501 Computer Programming for Research 2 credits

An introduction to digital computer programming. Emphasis will be placed on the development of sufficient skill in an algorithmic programming language to allow students to formulate and solve the type of computer problems encountered in most graduate research projects. Credits earned in this course may not be applied toward a graduate degree in Computer Science. Prerequisite: None.

CSci 502 Computers in Education 2 credits

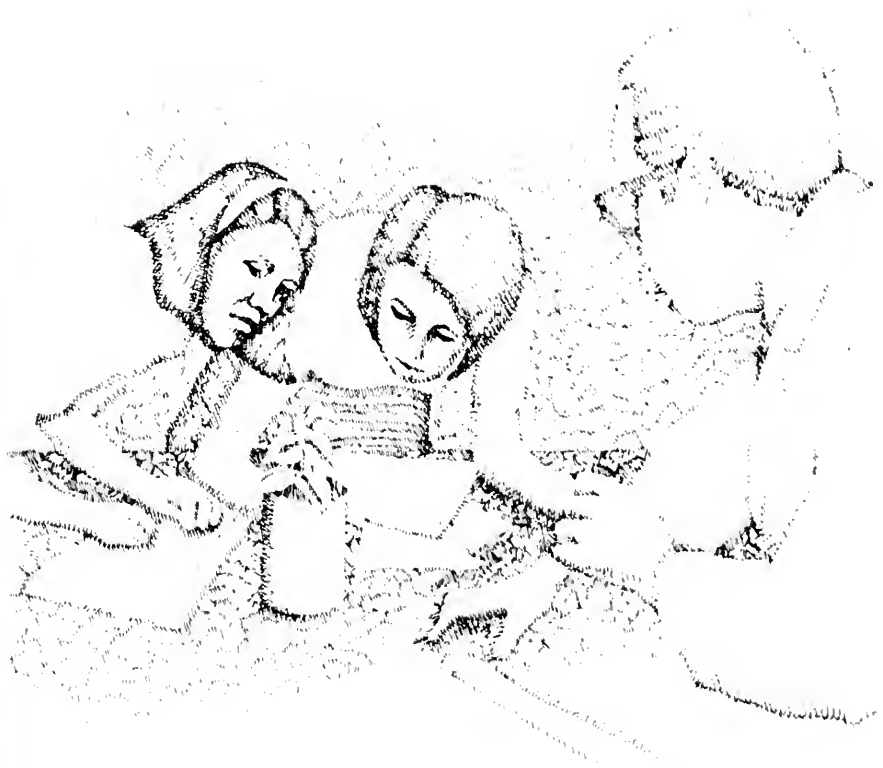
A survey of digital computers with an emphasis on computer usage in education. History of computation. Discussion of computer applications in educational administration, pupil personnel services, educational research and the instructional process. Credits earned in this course may not be applied toward a graduate degree in Computer Science. Prerequisite: None.

CSci 510 Numerical Analysis I 3 credits

An analysis of algorithmic methods for solving linear and non-linear equations. Iterative techniques, finding roots for polynomials, and interpolation using difference formulas. Programming of several of the methods in an algorithmic language will be encouraged. Prerequisite: Math through calculus and working knowledge of a programming language.

CSci 511 Numerical Analysis II**3 credits**

An analysis of algorithmic methods for numerical integration and differentiation, curve fitting, solutions of systems of equations by direct and iterative methods, matrix inversion, and evaluation of determinants. Solution of boundary value problems in ordinary differential equations and an introduction to solutions of partial differential equations. Selected algorithms should be programming in an algorithmic language. Prerequisite: Math through calculus and working knowledge of a programming language.



PROGRAM CURRICULA: A TO Z

PROGRAM CURRICULA: A TO Z

ART AND ART EDUCATION

Benjamin T. Miller,* Chairman

Robert C. Seelhorst,* Director of Graduate Studies

B. Balsiger*

P. Ben-Zvi*

V. Clay*

R. Cronauer*

T. Dongilla*

J. Dropcho

J. Innes

G. Johnson*

J. Lovette*

L. McVitty

F. Ross*

J. Slenker*

R. Slenker

R. Vislosky*

*Members of the Department Graduate Committee

The following curricula make it possible for a mature student capable of self-direction, to select a program suited to his individual needs with the help of an adviser. This means the student and the adviser can tailor make a program of study.

Advisory: There are four graduate program advisers. The student will be assigned to one of the advisers who will assist him in planning his program of study.

Program Advisors:

Thomas J. Dongilla (A—F)

Joanne P. Lovette (G—L)

Robert E. Slenker (M—R)

Robert J. Vislosky (S—Z)

Advisory Committee: Each student will have an advisory committee composed of (1) the program adviser, (2) a professor from his area of specialization, (3) a faculty member of the student's choice, (4) and either the department chairman or the director of graduate studies. This committee will review the student's progress and make the recommendation for candidacy. The professor from the area of specialization will act as the committee chairman and will be chosen by the director of graduate studies or the department chairman.

Independent Study: A student may select a specific problem for 3 credits or less and pursue it in off campus study with the help of an adviser. The student will present a proposal for approval to the adviser of his choice and the director of graduate studies. If the proposal is for 3 or more credits it will be reviewed by the advisory committee and judged at the end by the same committee.

Thesis Committee: The thesis committee will be composed of the advisory committee plus the associate dean for research of the graduate school.

CURRICULUM FOR MASTER OF EDUCATION DEGREE IN ART

Students working for this degree with a major in Art Education will complete 30 semester hours of work using the following outline as a guide:

I. General Studies

The student is encouraged to select 3-6 semester hours outside of the Art Department. These choices will be made with the approval of the program adviser.

II. Subject Matter Concentration Area (for Art Ed. majors)

A. Professional Studies (elect 6 or more s.h.)

Art 510	Art and The Exceptional Child	3 s.h.
Art 511	Curriculum Development in Art Education	3 s.h.
Art 512	Supervision and Administration in Art Education	3 s.h.
Art 514	The History and Philosophy of Art Education	3 s.h.

B. Fine and Applied Arts and Crafts (elective for either Art Ed. or studio majors)

1. The Basis of Art in Culture

Art 522	Art in America	3 s.h.
Art 523	Seminar in Art Criticism	3 s.h.
Art 524	Art of The East	3 s.h.
Art 525	Architectural Influences in Contemporary Society	3 s.h.
Art 526	Exotic Art	3 s.h.
Art 527	Renaissance Art	3 s.h.
Art 528	World Art Since 1875	3 s.h.

2. Design. *Six clock hours are required to earn 3 s.h. Three hours per week are spent in class and three hours in independent study. Art Education majors can take 9 s.h. in one studio. More hours are possible with the permission of the instructor and program adviser. Master of Arts candidates must take 12 s.h. (Additional hours may be elected with the permission of the instructor and program adviser) in one studio for a major and 6 s.h. in another studio for a minor. More hours are possible with the permission of the instructor and the program adviser. No more than 6 s.h. in one studio may be taken during any semester.

Art 540	Ceramics	3-18 s.h.
Art 544	Fabrics	3-18 s.h.
Art 547	Jewelry and Metal Work	3-18 s.h.
Art 550	Sculpture	3-18 s.h.
Art 553	Crafts	3-18 s.h.

3. Graphic Design *Applies here too

Art 561	Drawing	3-18 s.h.
Art 562	Painting	3-18 s.h.
Art 565	Water Color	3-18 s.h.
Art 568	Print Making	3-18 s.h.

4. Directed Studies

Art 516	Directed Studies	0-6 s.h.
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III. Foundations of Education — Select two (2) semester hours.

For Art Ed. Majors only.

FdEd 511	Historical Foundations of Education	2 s.h.
FdEd 512	Philosophical Foundations of Education	2 s.h.
FdEd 513	Social Foundations of Education	2 s.h.

IV. Research and Independent Study

Art 513	Research in Art Education (Required of all Ed. majors)	2 s.h.
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Grad	515	Elements of Research (Required of all Ed. majors)	2 s.h.
Grad	541	Independent Study (Open to studio and Art Ed. majors)	0-6 s.h.
Grad	550	Thesis (Required of Art Ed. and Studio majors). .	3-6 s.h.

Art Education Major

Required:

Foundations of Ed.	2 s.h.
Grad 515 Elements of Research	2 s.h.
Grad 550 Thesis	3 s.h.
Subject Matter Concentration including Art 513	8 s.h.
	<u>15 s.h.</u>
Studio Minor	9 s.h.
Related Electives	6 s.h.
	<u>30 s.h.</u>

CURRICULUM FOR MASTER OF EDUCATION DEGREE IN ART
AND LEVEL I CERTIFICATION

It is possible for graduate art majors who do not hold Level I Certification to achieve both certification and the degree in an extended program. The student has the option of choosing certification on the elementary level or secondary level or both. Undergraduate deficiencies will be included in the program and billed as graduate fees.

The Program

Undergraduate Certificate Requirements:

Art	317	Arts and Crafts in El. Ed.	3 s.h.)	= 6
Art	318	Arts and Crafts in Sec. Ed.	3 s.h.)	
Ed.	421	Student Teaching (Elementary)	6 s.h.)	= 12
Ed.	421	Student Teaching (Secondary)	6 s.h.)	
Ed.	422	Prof. Practicum	2 s.h.)	= 2
			<u>11</u>	<u>20</u>

Graduate Certification Requirements:

L. Res.	500	Seminar in Learning Resources	2 s.h.	
Fn.Ed.	511, 512, 513, 514, 515,	any one of the 5 offered	2 s.h.	
Ed. Psych	502	Educational Psychology or		
Ed. Psych	518	Interpretation of Educational and Psych. Tests . . .	2 s.h.	
			<u>6</u>	6
Subject Matter	concentration	. . . . .	6 s.h.	6
Studio Minor	. . . . .		9 s.h.	9
Grad.	550	Thesis	3-6 s.h.	3-6
Grad.	541	Independent Study	0-6 s.h.	0-6
Electives	. . . . .		6 s.h.	6
			<u>41</u>	<u>50</u>

CURRICULUM FOR MASTER OF ARTS DEGREE IN STUDIO ARTS:

Students working for this degree with a studio major (12 s.h.) and a studio minor (6 s.h.) will complete 30 s.h. of work using the following outline as a guide:

- I. Subject Matter Concentration
(This degree is primarily designed to be a studio oriented program. The student will select a major in one studio area and a minor in another in accordance with the provisions of the admission procedures.)

A. All studios listed under II, B. 2 and 3 are applicable to the major or minor area including # 4, Directed Studies. Any courses listed under II, B. 1 can be selected as electives.

II. The Program

Major Studio area	12+
Minor Studio area	6+
Thesis	3-6
Independent Study (Grad. 541)	3-6
Related Electives	3-6
Total	30

The number of hours in each of these programs represents the minimum number. The students' committee reserves the right to recommend more.

Procedure for Admission (departmental approval):

1. The student must file a "letter of intent" stating the applicant's area(s) of specialization and reasons for these choices. The area of specialization is subject to review including one revision in consultation with the student's advisory committee. This review will take place between 8-12 s.h. This is the student's responsibility.

2. A "portfolio" of ten pieces of work must be submitted to the departmental admissions committee. More than half the work must be in the area of specialization. The "portfolio" may include slides, tapes, research, curriculum studies, etc., as well as art work.

3. For admission to the M.Ed. program a student must have Level I Certification or the equivalent. To be admitted to the M.Ed. and Certification or the M.A. in Studio Arts the candidate must possess a B.S. in Art Ed., B.F.A., or B.A., with a studio major or equivalent. This will be determined by the admissions committee.

4. Under both thesis and independent study the final product might be a one-man show of a major and minor area. The show would be juried by the thesis committee and it would be accompanied by a written statement, sketch books, catalogue, notes, or other method of reporting deemed appropriate by the committee. All shows will leave some permanent evidence of their existence such as slides, photographs, or catalogues.

The art and art education department has an admissions committee which functions on both the undergraduate and graduate levels.

COURSE DESCRIPTIONS

Art 510 Art and the Exceptional Child 3 s.h.

Recent trends in education have required more specific understanding of particular students. Art 510 is designed to consider the characteristics and needs of the mentally retarded and the intellectually gifted child with particular emphasis on the art aspects of their education (Vislosky, R. Slenker)

Art 511 Art Curriculum Development in Art Education 3 s.h.

A seminar in the development and study of curricula in Art Education at all levels. Particular attention given to the individual needs of class participants in the development of curricula pertinent to their own teaching situations. For those students who have not yet taught, theoretical and practical problems will be examined (Lovette, McVitty).

Art 512 Supervision and Administration in Art Education 3 s.h.

A seminar focusing on the responsibilities, functions and duties of Art Supervisors and Administrators (Lovette, Vislosky).

Art 513 Research in Art Education 2 s.h.

Required of all Art Education majors. The course reviews past and present research in Art Education focusing upon the methodologies pertinent to the field. The prerequisite for this course, Grad 515, is to be scheduled within the first four to eight semester hours. Art 513 must be taken as soon after as possible but within the first 12 semester hours (McVitty, Seelhorst, Vislosky).

Art 514 History and Philosophy of Art Education 3 s.h.

Considers the history and philosophy of Art Education in Europe, United States, and Canada. It is designed to give the student the background of his major field (McVitty, Lovette, Vislosky).

Art 516 Directed Studies 0-4 s.h.

Offered in instances where a particular course is needed by a student, but is not on the regular schedule rotation. Approval must be secured from the adviser, the instructor involved, and the Graduate Committee in Art Education.

Art 521 Contemporary Movements in Art 2 s.h.

Current philosophies and trends in fine arts and art education as they apply to human growth and development will be studied. Research and round table discussion of contemporary art forms will help the student discover the concepts involved in art expression and how they evolved. (Non-Art Majors.) (McVitty)

Art 522 Art in America 3 s.h.

Surveys American art and its relation to the development of American ideas and ideals. (Innes, Seelhorst)

Art 523 Seminar in Art Criticism 3 s.h.

Explores the various philosophic theories of art, and art products. An attempt will be made not only to relate these theories to the senses and form itself, but also to technical, psychological, and cultural values. The primary concepts explored are play, illusion, imitation, beauty, emotional expression, imagination, empathy, creativity, and experience. Some time will be given to forms of art that are not primarily visual, including music, dance, literature and poetry. (Seelhorst)

Art 524 Art of the East 3 s.h.

The aspects of Eastern Art will be studied as to the nature of their origin, meaning, and place in contemporary world culture. (Clay)

Art 525 Architectural Influences in a Contemporary Society 3 s.h.

Architecture is studied in its relation to the needs of contemporary life. Experimental problems in structure and aesthetics as related to architecture are explored. Attempts are made to search out the historical roots of many contemporary styles of architecture. (Seelhorst, R. Slenker)

Art 526 Exotic Art and Art in Latin America 3 s.h.

Not all cultures are of Graeco-Roman heritage. This course will be designed around the art of other cultures, sometimes called primitive, in order that we may recognize the nature of the artistic contribution of these peoples. (Clay)

Art 527 Renaissance Art 3 s.h.

The study of the great art achievements of the Renaissance in the fields of painting, architecture, sculpture, and the minor arts. Achievements in the humanities and their relationships are studied against the background of the social, economic and political developments of the era. (Balsiger)

Art 528 World Art Since 1875 3 s.h.

The ferment which began in the French Revolution and carried through World Wars I and II has been accompanied by similar revolutions and upheavals in human life and art. This course will consider the discoveries and advances in artistic expression in modern times. Subject matter for study may be found in any or all of the arts. (Seelhorst, Innes)

Art 540 Graduate Studio in Ceramics 3-18 s.h.

This advanced course in ceramics emphasizes the total working process — the selection and preparation of clay bodies, manipulation of clay to achieve expressive form, exploration of decorative techniques. Acquiring familiarity with glaze materials and ability to formulate glazes, as well as control of the firing process, are requisites. Search for sources of equipment and supplies lead into the related aspect of studio planning. (Ross, McVitty, Dongilla)

Art 544 Graduate Studio in Fabrics 3-18 s.h.

The fundamentals of fabric construction and some history of weaving processes are discussed. Warping, threading, and basic weaves will be included in Studio I.

Studio II and III will consider drafting and work on more complex harness looms. The experimental attitude will be maintained in all classes. (McVitty, J. Slenker)

Art 547 Graduate Studio in Jewelry and Metal Work 3-18 s.h.

Advanced study dealing with specialized problems in the design and execution of metal work and jewelry. A thesis may be developed based upon research in one of the areas relating to this field, history, materials, tools, processes, or teaching techniques of the craft. (Cronauer, J. Slenker)

Art 550 Graduate Studio in Sculpture 3-18 s.h.

An advanced course in which students are expected to work on more complex problems of sculpture. A student may explore one or several sculpture or modeling media. (Dongilla, Slenker, Vislosky)

Art 553 Graduate Studio in Crafts 3-18 s.h.

Specialized study and experiences are related to the design and execution of problems relating to wood as a crafts material. Opportunity is presented for more intensive exploration of the materials and processes of this craft employing both hand and power tools. (Dropcho, Cronauer)

Art 561 Graduate Studio in Drawing 3-18 s.h.

Drawing as a language is the principle concern of this advanced course. The continued development of skill in communication and expression in all kinds of materials and media is an objective. The drawing as an intimate work of the artist will be stressed. (Ben-Zvi, Innes, Staff)

Art 562 Graduate Studio in Oil Painting 3-18 s.h.

Traditional and contemporary methods and techniques in the area of plastic painting media are experienced. Composition, in relation to the modern painters' problems, is stressed. Opportunity is presented for exploration and specialization in depth as well as breadth. (Cronauer, Staff)

Art 565 Graduate Studio in Water Color Painting 3-18 s.h.

Painting in transparent water color, gouache, mixed media, and with new water soluble paints, such as casein and acrylic polymer tempera. Traditional, current and experimental approaches are pursued with emphasis on design and emotional content. (Cronauer)

Art 568 Graduate Studio in Print Making 3-18 s.h.

A study on the graduate level of the modes, media, material, techniques and processes of the graphic arts and their use in expression. The student may concentrate on the intensive exploration of one media in depth or explore a number of media for breadth of experience. (Johnson, Staff)

Art 512-515 — These numbers will be reserved for seminars of visiting artists as announced.

BIOLOGY

Francis W. Liegey, Chairman

Walter W. Gallati, Director of Graduate Studies

Robert K. Alico
Frank T. Baker
William E. Dietrich
William R. Forbes
Louis L. Gold
Leon J. Hue
Jan G. Humphreys
Robert E. Merritt

James H. Miller
Jerry L. Pickering
Gould F. Schrock
Martin L. Stapleton
Henry H. Vallowe
Richard F. Waechter
Cyril J. Zenisek

Requirements for Admission — To be admitted to the biology department, the applicant must have completed the requirements for a Bachelor's degree from an accredited college or university which should include one year inorganic chemistry, one semester of organic and one semester of biochemistry, one year of physics, and mathematics through one semester calculus or statistics. Applicants with undergraduate deficiencies may be required to register for appropriate courses.

The Requirements for Candidacy for an M.Ed. or an M.S. in Biology are — the satisfactory completion of 15 semester hours of graduate work in the biological sciences. For the M.S. student at least six hours must be in core courses.

The selection of an adviser, and, with the adviser's approval, a committee of at least two additional faculty members to guide the candidate in completing a tentative program and selecting a thesis problem or a project.

An official application for admission to candidacy, including the tentative program which has been approved by the adviser, must be submitted to the Biology Department graduate committee.

Candidates are expected to maintain an average of not lower than B. Continuance in the graduate program for those receiving two course grades below the minimum is contingent upon favorable review of the graduate committee.

CURRICULUM FOR THE MASTER OF EDUCATION DEGREE IN BIOLOGY

Students working for this degree with a major in Biology will complete 30 semester hours of work in accordance with the following divisions:

1. Subject Matter Concentration — 16-22 semester hours.

Bio	500	Special Studies	2-6 s.h.
Bio	522	Biometry	3 s.h.
Bio	526	Molecular Genetics	3 s.h.
Bio	530	Instrumentation	3 s.h.
Bio	536	Comparative Plant Morphology	3 s.h.
Bio	540	Protozoology	3 s.h.
Bio	545	Microtechnique	3 s.h.
Bio	546	Dendrology	3 s.h.
Bio	548	Plant Ecology	3 s.h.
Bio	551	Taxonomy of Plants	3 s.h.
Bio	553	Prin. of Animal Taxonomy	3 s.h.
Bio	554	Advanced Ornithology	3 s.h.
Bio	556	Animal Ecology	3 s.h.
Bio	557	Animal Morphogenesis	3 s.h.
Bio	558	Endocrinology	4 s.h.
Bio	559	Advanced Entomology	3 s.h.
Bio	560	Herpetology	3 s.h.

Bio	561	General Physiology	4 s.h.
Bio	562	Animal Physiology	4 s.h.
Bio	563	Physiology of Plants	4 s.h.
*Bio	568	Biology Practicum	2 s.h.
Bio	575	Mammalogy	3 s.h.
Bio	576	Radiation Biology	3 s.h.
Bio	578	Mycology	3 s.h.
Bio	580	Parasitology	3 s.h.
Bio	581	Microbial Physiology	4 s.h.
Bio	582	Pathogenic Microbiology	3 s.h.
Bio	583	Immunology	3 s.h.
Bio	586	Taxonomy & Ecology of Bacteria	3 s.h.
Bio	612	Biology Seminar II	1 s.h.
Chem	651	Biochemistry	3 s.h.
Geol	570	Paleontology	2 s.h.

*Strongly recommended for, and restricted to, M.Ed. students.

II. Professional Studies — 4-10 hours. May be selected from the following courses.

LRes	500	Seminar in Learning Resources	2 s.h.
SE	531	Psychology of the Exceptional Child	2 s.h.
EdPsy	580	Studies in Pupil Adjustment	2 s.h.
or may be satisfied in whole or in part by a research thesis (see IV below)			

III. Foundations of Education — 2 semester hours. To be selected from the following courses:

FdEd	511	Historical Foundations of Education	2 s.h.
FdEd	512	Philosophical Foundations of Education	2 s.h.
FdEd	513	Social Foundations of Education	2 s.h.

IV. Research Requirement — 2-6 semester hours. The following course is required and should be scheduled early in order to give the student ample time to fulfill the research requirement:

Bio	600	Methods of Research in Biology	2 s.h.
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If the research topic is to be in the field of education, the student should take Grad 515 in place of Bio 600.

Every candidate must in addition present a research thesis for credit or a non-credit project on a topic approved by his adviser.

Grad	550	Thesis	2-4 s.h.
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CURRICULUM FOR THE MASTER OF SCIENCE DEGREE IN BIOLOGY

Core Courses

18-20 semester hours selected from the following:

Instrumentation (Bio 530)	3 s.h.
One Morphology Course (Bio 536, 546, 557, or 559)	3 s.h.
One Physiology Course (Bio 561, 562, 563, or 581)	4 s.h.
One Ecology Course (Bio 548, 556, 586)	3 s.h.
Methods of Research in Biology (Bio 600)	2 s.h.
Seminar (Bio 612)	1 s.h.
Thesis (Grad 550)	2-4 s.h.

Elective Courses

10-12 semester hours of courses to be selected with the approval of the adviser from the areas listed below or from related science and mathematics courses.

General Courses

Bio	500	Special Studies	2-6 s.h.
Bio	522	Biometry	3 s.h.
Bio	526	Molecular Genetics	3 s.h.
Bio	545	Microtechnique	3 s.h.
Bio	561	General Physiology	4 s.h.
Bio	576	Radiation Biology	3 s.h.
Chem	651	Biochemistry	3 s.h.
Geol	570	Paleontology	3 s.h.

Botany Courses

Bio	536	Comparative Plant Morphology	3 s.h.
Bio	546	Dendrology	3 s.h.
Bio	548	Plant Ecology	3 s.h.
Bio	551	Taxonomy of Plants	3 s.h.
Bio	563	Physiology of Plants	4 s.h.
Bio	578	Mycology	3 s.h.

Zoology Courses

Bio	540	Protozoology	3 s.h.
Bio	553	Principles of Animal Taxonomy	3 s.h.
Bio	554	Advanced Ornithology	3 s.h.
Bio	556	Animal Ecology	3 s.h.
Bio	557	Animal Morphogenesis	3 s.h.
Bio	558	Endocrinology	4 s.h.
Bio	559	Advanced Entomology	3 s.h.
Bio	560	Herpetology	3 s.h.
Bio	562	Animal Physiology	4 s.h.
Bio	575	Mammalogy	3 s.h.
Bio	580	Parasitology	3 s.h.

Microbiology

Bio	581	Microbial Physiology	4 s.h.
Bio	582	Pathogenic Microbiology	3 s.h.
Bio	583	Immunology	3 s.h.
Bio	586	Taxonomy and Ecology of Bacteria	3 s.h.

Resident Requirements for the M.S.:

The candidate must be in residence for at least seven consecutive months of full-time work or the equivalent as determined by the candidate's advisory committee.

Research Requirements for the M.S.:

Every candidate must schedule Methods of Research in Biology (Bio 600) as part of his research requirement. This should be done early in his program.

Every candidate must present a research thesis on an original topic approved by the candidate's advisory committee. This is programmed as Grad 550 (thesis) for 2 to 4 credits.

Requirements for Completion of the M.S.:

1. a. All students in the M.S. program in the Biology Department must pass a comprehensive examination administered by the department graduate committee. The purpose of this examination is to assure that all of our graduates have a well proportioned knowledge of the field of Biology. The examination will also help point out the student's major areas of inadequate knowledge or training.
- b. This examination is offered at a specified time twice each year (toward the middle of each semester). Any time after the first semester of graduate studies, the student may signify his intentions of taking the examination by informing the graduate committee.

- c. This will be the only comprehensive examination for the Master of Science degree.
2. After the thesis has been accepted in its final written form by the candidate's committee and the Graduate School, the candidate is expected to present a public seminar covering the major areas of his research.

COURSE DESCRIPTIONS

In many courses in the Biology Department, additional laboratory time may be required beyond the regularly scheduled periods.

Bio 500 Special Studies 1-6 s.h.

Consists of semi-independent studies under the guidance of an instructor. Maximum credit in any one area is six (6) semester hours. Time and class hours will be arranged by the instructor involved. Prerequisite: Permission of the instructor.

Bio 522 Biometry 3 s.h.

Designed to acquaint the student with the kinds and treatment of biological data. The application of mathematical principles in the treatment of these data will be stressed rather than a theoretical development of the mathematical concepts. Data will be analyzed from representative measuring instruments, e.g. spectrophotometry, manometry, linear measurement, etc.

Bio 526 Molecular Genetics 3 s.h.

A study of the chemical structure of the gene in relation to its molecular function in the control of specific protein biosynthesis. Emphasis will be placed on genetic systems of bacteria, fungi, and viruses.

Bio 530 Instrumentation 3 s.h.

An introduction to instrumental technique designed to aid in the development of skills employed in biological research.

Bio 536 Comparative Plant Morphology 3 s.h.

A discussion of the procedures, general principles and objectives of comparative plant morphology. Emphasis will be placed on the relationships between morphology, taxonomy and experimental morphogenesis in the vascular plants.

Bio 540 Protozoology 3 s.h.

An introductory course which covers the common and representative genera of all groups of free-living protozoa (parasitic forms are not included). Major emphasis is placed upon the structure, physiology, ecology and life histories of these organisms. Laboratory work covers these same topics and an independent research project is required.

Bio 545 Microtechnique 3 s.h.

Designed to acquaint the student with the procedures involved in the production of microscope slides. Techniques of preparing whole mounts, microtome sections and serial sections of both plant and animal materials.

Bio 546 Dendrology 3 s.h.

A study of the woody plants as to their identification, distribution, ecology, culture, anatomy, physiology, mensuration and utilization.

Bio 548 Plant Ecology 3 s.h.

The nature and distribution of vegetation in relation to environmental factors. Field investigations of local plant communities constitute the bulk of the laboratory work. Prerequisite: field botany, plant taxonomy or a general knowledge of local flora.

Bio 551 Taxonomy of Plants 3 s.h.

Includes the collection, identification, and classification of vascular plant species and special emphasis on family characteristics and phylogeny. Three hours per week throughout the year. Prerequisite: Botany I, II.

Bio 553 Principles of Animal Taxonomy 3 s.h.

A study of the classification system and its application of the identification of animals. The basic principles of taxonomy rules of nomenclature, a synoptic history of classification and the "old" and "new" taxonomy will be included. A taxonomic field study is required.

Bio 554 Advanced Ornithology 3 s.h.

This course will consist of a detailed study of bird populations, behavior, and movement including the annual cycle. Prerequisites: identification by site and song of local birds.

Bio 556 Animal Ecology 3 s.h.

A course including the study of the effect of environmental factors on animals, animals as members of communities, their trophic relationships, their ecologic distribution, population dynamics, and aspects of animal behavior. A field or laboratory problem involving some aspect of animal ecology is required.

Bio 557 Animal Morphogenesis 3 s.h.

Factors that influence and control the differentiation of organs, tissues, and cells are considered. Emphasis is placed on experimental procedures and methods. Prerequisites: Embryology or Comparative Anatomy, Organic Chemistry or Biochemistry, and Genetics.

Bio 558 Endocrinology 4 s.h.

A study of the endocrine tissues from the standpoint of their phylogeny, embryology, micro-anatomy, and physiology. Prerequisites: a course in anatomy and a course in physiology.

Bio 559 Advanced Entomology 3 s.h.

The study of insect morphology including the external and internal organization of specimens of different species of insects. Comparisons and contrasts among species will be included as well as the relationships of social insects and their adaptations. Prerequisite: Biology 262.

Bio 560 Herpetology 3 s.h.

Provides a comprehensive survey of the classes Amphibia and Reptilia. Topics for study include the classification, structure, origin, evolution, phylogenetic relationships, distribution, and natural history of amphibians and reptiles. Special emphasis is placed on the hexpetofauna of Pennsylvania.

Bio 561 General Physiology 4 s.h.

A molecular approach to quantitative analysis of the mechanisms of functional operation and coordination in living organisms. Emphasis is directed toward the chemical and physical principles operating at the primary functional units of organization. Prerequisites: A course in Physiology, Biochemistry, Calculus. Hours: Two hours lecture and four hours laboratory.

Bio 562 Animal Physiology 4 s.h.

Through lectures and laboratory work, students will consider the events of digestion, molecular transport of nutrients and wastes, gaseous exchange, excretion, muscular movement and control by endocrines and nervous tissue. Prerequisites: Zoology I, II.

Bio 563 Physiology of Plants 4 s.h.

A comprehensive study is made of the physical and chemical bases for the organization and function of the living plant. Much use is made of the current

literature of the field. Water relations, plant nutrition, photosynthesis, growth and its regulation, and tropisms are among the topics considered. Prerequisite: Biochemistry, Plant Physiology.

Bio 568 Biology Practicum 2 s.h.

Designed to convey to the high school biology teacher the knowledge of the preparation of culture media and solutions. Problems and techniques unique to the biological sciences with respect to demonstration material, handling and housing of plants and animals, safety in the laboratory and in the field, and the maintenance of equipment will be discussed. Theoretical and practical work will be done with the development of on-going experiments and research projects. Handbooks and other resource materials useful in the "laboratory approach" to biology will be given special attention.

Bio 575 Mammalogy 3 s.h.

An introduction to the classification of mammals of North America and a review of the life histories of representatives of the various orders. Laboratory work will deal with the identification of local species and the standard procedures for collection and preservation of mammals. Two hours lecture and three hours laboratory work per week.

Bio 576 Radiation Biology 3 s.h.

Basic aspects of nuclear physics, the phenomena of radioactive isotopes and the biological efforts of such isotopes. Concurrent laboratory work utilizing instruments for detection and measurement of radioactive nuclides used in biological experimentation. Organic and biological chemistry strongly recommended.

Bio 578 Mycology 3 s.h.

A study of the systematics, morphology, and physiology, with emphasis on economically important and experimentally useful Myxomycophyta and Eumycophyta. Laboratory studies will include exercises in the physiology and genetics of fungi and the collecting, culturing and identifying of representative species. May not be programmed by students with undergraduate credit for Biol. 381, Mycology.

Bio 580 Parasitology 3 s.h.

An introductory course which covers the parasitic protozoa, flatworms and roundworms. Major emphasis is placed upon species infesting man and includes their structure, physiology, ecology, life cycles, pathogenicity and treatment. Laboratory work includes some dissection of vertebrate hosts and fixing, staining and mounting of any parasites recovered. Archropods involved in parasite transmission are also included. Prerequisites: one year Biology, Vertebrate and Invertebrate Zoology.

Bio 581 Microbial Physiology 4 s.h.

The physiological reactions involved in the growth, reproduction and death of microbes. Special consideration will be placed upon the metabolism of carbohydrates, proteins, vitamins and fats. Enzymes, oxidation-reduction potentials, energy relationships, membrane potentials and required nutrients will also be considered. Prerequisites: Microbiology and Biochemistry.

Bio 582 Pathogenic Microbiology 3 s.h.

A study of disease caused by microorganisms with emphasis on human pathogens. Consideration is given to both the epidemiology and aspects of the host-parasite relationships. The laboratory stresses methods of isolation and identification of pathogens. Prerequisite: Microbiology.

Bio 583 Immunology 3 s.h.

A study of the physical and chemical properties of antigens and antibodies; the nature of antigen-antibody interactions; the mechanism of antibody

formation; and the immune reaction in disease. The laboratory will employ serological techniques. Prerequisites: Biochemistry and Microbiology.

Bio 586 Taxonomy and Ecology of Bacteria 3 s.h.

A study of the isolation, cultivation, classification and ecology of the major groups of bacteria. Special emphasis is given to the principles of bacterial taxonomy and ecology. Prerequisite: Microbiology.

Bio 600 Methods of Research in Biology 2 s.h.

The student is aided in selecting and planning a research project or thesis problem in either a biological or related educational area; will become thoroughly familiar with the general biological literature (abstracting journals, periodicals, annual reviews, etc.); will conduct a literature search on his selected topic; will write a thesis or project proposal following Graduate School guidelines and the AIBS style manual; and will give an oral presentation of the proposal. Required for both M.Ed. and M.S. candidates. (Staff)

Bio 612 Biology Seminar 1 s.h.

An opportunity to become acquainted with the various areas of current research in biology. One hour meeting per week. Required for M.S. candidates. (Staff)

Mar. Sci. 500 Problems in Marine Science 3 s.h.

Independent study for the advanced student in marine sciences. Topics are selected from the areas offered by the Marine Consortium and the studies are directed by the instructor in that area. Prerequisite: Consent of Instructor.

BUSINESS EDUCATION AND BUSINESS MANAGEMENT

Charles L. Cooper, Chmn.
Business Management Dept.

Lee R. Beaumont
Elsie M. Hileman
Donald C. Mahan
Bernard A. Moreau
Patricia L. Patterson

Dennis D. Tiger, Chmn.
Business & Distributive Ed. Dept.

John A. Polesky
Kenneth L. Shildt
Charles B. Stevenson
Leslie S. Spencer
Dale W. Woomer

The School of Business offers programs leading to the degrees of (1) Master of Education in Business and (2) Master of Science in Business. The Master of Education program is designed primarily to permit the business teacher to broaden his understanding of the business world and to study his teaching procedures in the light of new experience. The Master of Science program is directed toward those who wish to enhance their educational backgrounds through a study of business, business related, and general education subjects.

Upon admission to the Graduate School each student is tentatively assigned an adviser. The adviser assists the student in scheduling his program of studies. If the tentative assignment is mutually agreeable to the student and the adviser, the arrangement is continued.

In both the Master of Education Program and the Master of Science in Business Program, 12 to 16 credit hours are to be taken in the business concentration area. These courses should be scheduled as early as possible in the student's program. Among the first courses, the student should take BU 510, Business Communications and Report Writing. For M.Ed. students, the course Grad 515, Elements of Research, must be taken prior to BU 522, Seminar in Business Education.

Prior to his admission to candidacy for the degree of Master of Education, the student must take the Graduate Record Examination, which includes the aptitude test and the advanced test. Prior to admission to candidacy for the degree of Master of Science in Business, the student must take the aptitude test only. Information about these examinations can be obtained from the Graduate School.

Business teachers with the proper prerequisites can earn, at the graduate level, certificates in Marketing and Data Processing. They may also earn an endorsement on their present vocational certificate which qualifies them to be a Cooperative Education Coordinator.

CURRICULUM FOR MASTER OF EDUCATION DEGREE IN BUSINESS

I. General Studies — 2-4 semester hours of work to be selected from the courses listed below. Other choices may be made with the approval of the adviser and department chairman.

Anth	591	Studies in Anthropology	2 s.h.
Anth	592	Comparative Cultures	2 s.h.
Anth	593	The Science of Culture	2 s.h.
Art	521	Contemporary Movements in Art	2 s.h.
Eng	521	Modern European Fiction	3 s.h.
Eng	537	Modern American Fiction	3 s.h.
Eng	540	Twentieth Century American Drama	3 s.h.
Geog	521	Advanced Human Geography	2 s.h.
Hist	531	Economic and Social History of Pennsylvania	2 s.h.
Hist	591	Social and Intellectual History of the U.S. Since 1875	3 s.h.
HE	521	Problems in Family Living	2 s.h.
Phil	580	Readings in Religious Thought	2 s.h.

Phil	581	Problems of Logic	2 s.h.
Phil	582	Problems of Ethics	2 s.h.
Phil	583	American Philosophical Thoughts	2 s.h.
SS	521	Contemporary American Issues	2 s.h.
SS	561	Social Policy Studies	2 s.h.

II. Subject Matter Concentration Area - 12-16 semester hours work in subject matter content to be selected from the following: A minimum of two areas are to be chosen.

A. Accounting - Prerequisite of 12 hours in Accounting

Bus	500	Accounting Systems	2 s.h.
Bus	501	Principles of Tax Accounting	2 s.h.
Bus	502	Advanced Tax Accounting	2 s.h.
Bus	503	Financial Statement Analysis	2 s.h.
Bus	504	Budgeting and Cost Analysis	2 s.h.
Bus	505	Advanced Accounting	2 s.h.
Bus	506	Interpretation of Accounting Data (for Non-Business Majors and Non-Accounting Business Students)	2 s.h.

B. Secretarial - Prerequisite of 9 hours in Shorthand

Bus	512	Office Organization and Management	2 s.h.
Bus	513	Foundations of Teaching Business Skills	2 s.h.
Bus	514	Executive Secretarial Training	2 s.h.
Bus	540	Cooperative Work Experience in Office Occupations	4 s.h.

C. Marketing

Bus	520	Retail Organization and Management	2 s.h.
Bus	521	Principles of Marketing	2 s.h.
Bus	522	Sales Promotion and Advertising	2 s.h.
Bus	523	Marketing Research	2 s.h.
Bus	540	Cooperative Work Experience in Office Occupations	2 s.h.

D. Basic Business

Bus	510	Business Communications and Report Writing	2 s.h.
Bus	531	Principles of Investment in Securities	2 s.h.
Bus	532	Current Business Economic Problems	2 s.h.
Bus	533	Case Problems in Business Law	2 s.h.
Bus	534	Consumer Economic Problems	2 s.h.
Bus	536	Automated Data Processing I	4 s.h.
Bus	537	Automated Data Processing II	4 s.h.
Bus	541	Principles of Management	2 s.h.
Bus	542	Human Relations in Business	2 s.h.
Bus	543	Leadership Development in Business and Distributive Education	2 s.h.
Econ	525	Money and Banking	2 s.h.

III. Professional Studies - 6-10 semester hours.

A. General Area

Bus	550	Principles and Problems of Business Education	2 s.h.
Bus	552	Seminar in Business Education	2 s.h.
Bus	553	Supervision of Business Vocational Education	2 s.h.
Bus	554	Cooperative Vocational Office and Distributive Ed.	2 s.h.
Grad	516	Statistical Methods in Education	2 s.h.

B. Instructional Areas - a minimum of two semester hours.

Bus	560	Improvement of Instruction in Secretarial Courses	2 s.h.
Bus	561	Improvement of Instruction in Basic Business Courses	2 s.h.
Bus	562	Improvement of Instruction in Accounting and Business Mathematics	2 s.h.

Bus 563 Improvement of Instruction in Office Practice 2 s.h.

IV. Foundations of Education — 2 semester hours of work selected from:

FdEd 511 Historical Foundations of Education 2 s.h.

FdEd 512 Philosophical Foundations of Education 2 s.h.

FdEd 513 Social Foundations of Education 2 s.h.

V. Research Techniques — the following courses are required. Grad 515, Elements of Research, should be scheduled early in the student's program:

Grad 515 Elements of Research 2 s.h.

Grad 550 Thesis 2-4 s.h.

CURRICULUM FOR MASTER OF SCIENCE DEGREE IN BUSINESS

I. General Studies — 2-4 semester hours of work to be selected from the courses listed under the General Studies area for the Master of Education Degree in Business. (See page 81)

II. Business Concentration Area — 12-16 semester hours to be selected from the following:

A. Accounting — Prerequisite of 12 hours in Accounting

Bus 500 Accounting Systems 2 s.h.

Bus 501 Principles of Tax Accounting 2 s.h.

Bus 502 Advanced Tax Accounting 2 s.h.

Bus 503 Financial Statement Analysis 2 s.h.

Bus 504 Budgeting and Cost Analysis 2 s.h.

Bus 505 Advanced Accounting 2 s.h.

B. Marketing

Bus 520 Retail Organization and Management 2 s.h.

Bus 521 Principles of Marketing 2 s.h.

Bus 522 Sales Promotion & Advertising 2 s.h.

Bus 523 Marketing Research 2 s.h.

Bus 524 Merchandise Information 2 s.h.

C. Basic Business

Bus 510 Business Communications & Report Writing 2 s.h.

Bus 512 Office Organization & Management 2 s.h.

Bus 531 Principles of Investment 2 s.h.

Bus 532 Current Business Economic Problems 2 s.h.

Bus 533 Case Problems in Business Law 2 s.h.

Bus 534 Consumer Economic Problems 2 s.h.

Bus 536 Automated Data Processing I 4 s.h.

Bus 537 Automated Data Processing II 4 s.h.

Bus 541 Principles of Management 2 s.h.

Bus 542 Human Relations in Business 2 s.h.

III. Related Business Area — 8-10 semester hours to be selected from the following:

CnEd 546 Encounter & Sensitivity Counseling 2 s.h.

Econ 501 Foundations of Modern Economics 3 s.h.

Econ 525 Monetary Economics 3 s.h.

Econ 551 International Economics 3 s.h.

Econ 552 Comparative Economic Systems 3 s.h.

Econ 553 Contemporary Economic Issues 3 s.h.

Econ 554 Economics Seminar 3 s.h.

Econ 555 Labor Economics 3 s.h.

Bus 580 Independent Study 2-4 s.h.

Geog 542 Industrial Geography 2-3 s.h.

HE 530 Clothing and Human Behavior 2 s.h.

HE	560	Problems in Housing and Interior Design	2 s.h.
HE	561	Household Equipment and Appliances	2 s.h.
Math	575	Foundations of Math I	3 s.h.
Math	582	Theory of Probability	3 s.h.
Psy	561	Motivation	3 s.h.
Psy	558	Social Psychology	3 s.h.

IV. Research Area — 6-8 semester hours as indicated below.

Bus 510, Business Communications and Report Writing; Grad 515, Elements of Research; and Grad 517, Statistical Methods must be taken before Grad 550, Thesis.

Grad	515	Elements of Research	2 s.h.
Grad	517	Statistical Methods I	2 s.h.
Grad	550	Thesis	2-4 s.h.

COURSE DESCRIPTIONS

Bus 500 Accounting Systems 2 s.h.

The accounting principles as applied in constructing accounting systems. Special attention given to the problems of management as they relate to accounting systems. This is to be done with the idea of building a system to give management the information desired for effective operation of the business.

Bus 501 Principles of Tax Accounting 2 s.h.

This course is designed to acquaint students with the Federal Income Tax Laws as they affect individuals, single proprietorships, and partnerships.

Bus 502 Advanced Tax Accounting 2 s.h.

Designed to give the student further familiarity with the Federal Income Tax law with emphasis upon the law concerning corporate returns, estates and trusts, federal estate tax and gift tax. Bus 501, or its equivalent, is a prerequisite.

Bus 503 Financial Statement Analysis 2 s.h.

Designed to give a detailed analysis and interpretation of financial statements with advanced problems supporting the theory presented. Particular types of statements as they apply to public utilities, industrials, and moneyed corporations are introduced.

Bus 504 Budgeting and Cost Analysis 2 s.h.

The preparation and use of flexible expense budgets; the establishment of production cost standards and the analysis of cost variances; extensive analysis of cost control and profit planning programs; and direct costing. Prerequisite: Elementary Cost.

Bus 505 Advanced Accounting 2 s.h.

Designed to emphasize the specialized phases of accounting, such as joint ventures and syndicates, installment sales, consignments, domestic agencies and branches, consolidated statements, and application of funds statements.

Bus 506 Interpretation of Accounting Data 2 s.h.

An accounting course for non-accounting students. Designed to provide an understanding of accounting data from the viewpoints of management, investors, or potential investors. "How to do accounting" is not a prerequisite and it is not an objective of this course.

Bus 510 Business Communications and Report Writing 2 s.h.

A study and comparison of effective written communications. Emphasis on the positive approach, clear statements, and good form and structure. The organization and preparation of reports of the types used in education, business

and government. Techniques of collecting, interpreting, and presenting information useful to executives will be studied.

Bus 512 Office Organization and Management 2 s.h.

Duties and responsibilities of the office manager; principles of practical office management and their application. Includes survey and analysis development of manuals and their use; selection, training, pay and promotion of office employees; controlling expense and measuring office efficiency; quality and quantity standards; purchase and use of equipment; and report writing.

Bus 513 Foundations of Teaching Business Skills 2 s.h.

Designed to increase the student's understanding of the philosophical and psychological basis of teaching business skill subjects. Through discussion and research, students explore the rationals and principles for developing skills as they apply to specific business courses taught in the secondary schools and community colleges.

Bus 514 Executive Secretarial Training 2 s.h.

This course for teachers will stress the application of secretarial skills and knowledges and emphasize the importance and good human relations in the office. Will show ways to complement the secretarial training so that high school graduates may become competent, proficient, and well-adjusted secretaries.

Bus 520 Retail Organization and Management 2 s.h.

Directed toward the many problems of retail management. Will include a study of the present-day trends in retailing, personnel management, merchandise control, pricing, promotion, services, accounting, and expense control.

Bus 521 Principles of Marketing 2 s.h.

A study of the risks, costs, and methods in the distribution of goods of farm and industry. A comprehensive analysis of such problems as research, competition, pricing, and laws in marketing goods from the manufacturer or producer to the consumer.

Bus 522 Sales Promotion and Advertising 2 s.h.

An introduction to the basic principles of sales promotion and advertising together with a consideration of the major problems encountered in the management of the activities. Major emphasis is placed on the determination of basic promotional strategy; selection of advertising media; determining the advertising appropriations; and advertising research. Advertising is discussed as an institution performing social and economic functions.

Bus 523 Marketing Research 2 s.h.

A study of research procedures and techniques applicable to problem solving in the field of marketing. A critical analysis of research techniques with considerable emphasis placed on orienting the student to the use of information gathered. Prerequisite: Marketing.

Bus 531 Principles of Investment in Securities 2 s.h.

Familiarizes the student with the many forms of investment possibilities which exist. Attention given to the operation of the stock markets, concepts and terminology of investing, mutual funds and their function, investment clubs and the problems involved in making investments through brokers, bankers, and stock promoters.

Bus 532 Current Business Economic Problems 2 s.h.

Designed to provide an opportunity for the students to gain insights into the relationship of business to the many facets of society, the impact of major societal groups upon business, and the nature of obstacles that businessmen face in day-to-day operations. A review and analysis of basic economic concepts and

principles will serve as a basis for the study of selected economic problems of current interest and concern to business and society.

Bus 533 Case Problems in Business Law 2 s.h.

It is to be assumed that the student has a knowledge and background of the theory of business law prior to taking this course. The course deals with the solution of case problems as applied to the various topics in the field of business law.

Bus 534 Consumer Economic Problems 2 s.h.

A program for the education of intelligent consumers is planned for this course. How to gain the maximum satisfaction from goods and services available to the consumer is an important consideration. An effort will be made to develop an appreciation of the problems of the producer, and distributor, as well as those of the consumer.

Bus 536 Automated Data Processing I 4 s.h.

Covers the theory and operation of automated data processing equipment. Input devices will include the key punch, paper tape punch and the keyboard to magnetic tape equipment. Semi-automatic accounting machines and ledger posting devices will be studied. Output devices such as the reader-punch, reproducer, interpreter and other equipment will be covered. 2 hr. lecture and 2 hr. lab. Prerequisite: Certificate to teach.

Bus 537 Automated Data Processing II 4 s.h.

Develops the principles of Cobol Language Programming with specific applications for the teachers of business and distributive education. The course builds upon the basic concepts of data processing developed in Bus 536. Special emphasis placed on computer based instruction and programmed instruction as used with the console typewriter and remote terminals. The value of library programs will be demonstrated. 2 hr. lecture and 2 hr. lab. Prerequisite: Certificate to teach and Bus 536 or its equivalent.

Bus 540 Cooperative Work Experience in Office or Distributive Occupations 4 s.h.

The graduate student who has not had extensive business experience is given the opportunity to work full-time for six weeks during the summer in a business position under the supervision of the University. Evening seminars will be held weekly to discuss problems related to the work experience program and the cooperative plan of vocational instruction. A written report of the experience will be required.

Bus 541 Principles of Management 2 s.h.

Students will study the development, nature, and meaning of the basic functions of management. Emphasis will be placed upon the functional activities of an organization at all levels of management. The application of these principles will be analyzed.

Bus 542 Human Relations in Business 2 s.h.

Human motivations and their constructive application to all aspects of business form the central theme. The psychological basis of human relations will be developed as it applies in the business world. Major topics include employer-employee relations, labor relations, stockholder relations, customer relations, community relations, and public relations.

Bus 543 Leadership Development in Business and Distributive Education 2 s.h.

Includes methods, procedures and programs for developing leadership in teachers and teacher-coordinators of secondary, post secondary and adult programs in business and distributive education. Emphasis on the coordination of activities of school and business working with community leaders in

developing and maintaining an effective vocational business program. The promotion and development of youth groups will be an important objective.

Bus 550 Principles and Problems of Business Education 2 s.h.

Surveys the basic principles and practices of business education. Among the topics considered are: history of the high school business program, purposes, attitudes of management and labor toward education, the relationship of general education to business education, and trends in the field.

Bus 552 Seminar in Business Education 2 s.h.

A critical examination and evaluation of current literature and research in business education. The graduate student is expected to conduct an extensive study of literature representative of the entire field of business and an intensive study in one or more specialized areas compatible with his professional interests and activities. Investigation of procedures used in current and outstanding research studies is emphasized.

Bus 553 Supervision of Business Vocational Education 2 s.h.

Offers an opportunity to study the problems of organizing, directing, and supervising a vocational education program in business. Special emphasis placed on the implementation of programs in distributive and office education as proposed under the various Vocational Arts.

Bus 554 Cooperative Vocational Office and Distributive Education 2 s.h.

Develops administrative procedures necessary for planning, organizing and coordinating cooperative vocational education programs in business and distributive education. Major topics include historical background, program development, supervision, public relations, the teacher-coordinator and his job and educational outcomes.

Bus 560 Improvement of Instruction in Secretarial Courses 2 s.h.

A course for experienced business teachers. Teaching procedures basic to the development of vocational proficiency in shorthand, typewriting, and transcription including: content; methods; teaching aids; available instructional materials; measurement of skills; and standards of achievement.

Bus 561 Improvement of Instruction in Basic Business Courses 2 s.h.

Designed for experienced or prospective teachers specializing in basic business courses. Relates the subjects' economic literacy aims to vocational and general education. A study is made of curricular organization, teaching techniques, instructional materials, and audio-visual resources. The course specifically prepares teachers for general business, junior business training, consumer economics, economics, business principles and management, and economic geography.

Bus 562 Improvement of Instruction in Accounting and Business Mathematics 2 s.h.

A study of problems and techniques in the teaching of accounting and business mathematics for experienced and prospective business teachers. Topics include the objectives, the place and purpose of accounting and mathematics in the business curriculum of the secondary schools and community colleges. Includes planning for teaching and the techniques for improving instruction. Course standards, resource materials, the use of practice sets, testing and evaluation are stressed. Instruction is geared to meet the special needs of the students.

Bus 563 Improvement of Instruction in Office Practice 2 s.h.

Designed to provide business teachers with a working philosophy and practical approach to the teaching of office machines and equipment in the

secondary schools and community colleges. Through readings and discussions, the student will develop plans and techniques for implementing office practice courses. "Hands-on" experience in the use of a variety of modern office equipment will be provided.

Bus 570 Economic Backgrounds of Business

2 s.h.

Designed to provide a thorough overview of the economic environment in which business and other agencies must operate. The student will gain a broad perspective of business operation through such topics as business organization and management, consumption of goods, business risks, business cycle, budgeting and investments. Not open to Business Education Majors, but is designed as a general studies course for other programs.

CHEMISTRY

Stanford Tackett, Chairman

Donald R. McKelvey, Director of Graduate Studies

Carl W. Bordas
Nicholas D. Christodouleas
Edward G. Coleman
Joseph J. Costa
Frank Fazio
Richard A. Hartline
William I. Heard
Deanna J. Nelson

Richard W. Kolaczowski
Ronald L. Marks
Robert A. Patsiga
John A. Scroton
Augusta Syty
Paul R. Wunz, Jr.
Geno Zambotti
Donald N. Zimmerman

The chemistry department offers both the Master of Education and the Master of Science degrees in chemistry. Each program is designed to meet the specific needs of the persons enrolled in the programs.

The Master of Education program is designed for the secondary school teacher. It is the purpose of this program to afford the teacher the opportunity to increase his knowledge of chemistry and keep abreast of a rapidly changing field. The major emphasis is on subject matter.

The Master of Science degree is for the chemist who intends to pursue further graduate work leading to a Ph.D. or who intends to work as a professional chemist and desires to become more competent in chemistry. This degree is research oriented and successful completion of an experimental thesis is required.

Four core courses, one in each of the areas of inorganic, organic, analytical, and physical chemistry, are required in both the M.Ed. and the M.S. degree programs.* Beyond this point the two programs separate with the M.S. student taking more specialized work in chemistry along with an experimental research problem, while the M.Ed. candidate will take broadening courses which will make him a more effective teacher.

*An exception to this is afforded the student wishing to specialize in biochemistry.

General Admission Requirements — Candidates for admission to the Master's program must have a Bachelor's degree from an accredited college or university and an undergraduate grade point average of 2.5 or better. Students should have completed one year each of general chemistry, analytical chemistry, organic chemistry, physical chemistry*, general physics, and calculus. Students wishing to specialize in biochemistry should also have had an undergraduate course in biochemistry. Students deficient in the above areas of study may also be admitted provided these deficiencies are made up concurrently with the student's graduate studies.

The general requirements for admission to candidacy for a Master's Degree are discussed on page 45 of this bulletin.

*Only one semester of physical chemistry is required for education majors.

CURRICULUM FOR MASTER OF EDUCATION DEGREE IN CHEMISTRY

Students working for this degree with a major in Chemistry will complete a minimum of 30 semester hours of work in accordance with the following divisions:

- I. Subject Matter Concentration Area — 20-22 semester hours of work as follows:
 - A. Required courses:

Chem	610	Inorganic Chemistry	3 s.h.
Chem	620	Analytical Chemistry	3 s.h.
Chem	630	Organic Chemistry	3 s.h.
Chem	640	Physical Chemistry	3 s.h.
 - B. Elective Chemistry Courses — 8-10 semester hours of work elected from the following courses:

Chem	505	Chemical Systems	2 s.h.
Chem	506	Chemistry, An Experimental Science	2 s.h.
Chem	522	Advanced Instrumental Methods of Analysis	2 s.h.
Chem	546	Biochemistry I	2 s.h.
Chem	547	Biochemistry II	2 s.h.
Chem	576	Radiochemistry	2 s.h.
Sci	572	Experimental Techniques in Chemistry and Physics	2 s.h.
Chem	602	Chemistry in Manufacturing Processes	2 s.h.
- II. Foundations of Education — 2 semester hours of work selected from the following courses:

FdEd	511	Historical Foundations of Education	2 s.h.
FdEd	512	Philosophical Foundations of Education	2 s.h.
FdEd	513	Social Foundations of Education	2 s.h.
- III. Research Requirements — 2-6 semester hours. A thesis or research project* is required of each student. The thesis may earn from two to four semester hours credit.

Grad	550	Thesis and Research	2-4 s.h.
Grad	515	Elements of Research or	
Chem	533	Chemical Literature	2 s.h.
- IV. Non-Chemistry Electives — 0-6 semester hours. The student may complete the 30 semester hour requirement by choosing from among any of the non-chemistry offerings of the Graduate School with the advice and approval of his graduate advisor. The student must satisfy any stated prerequisites for the elective courses.

*A research project fulfills this requirement, but does not earn any semester hour credit.

CURRICULUM FOR MASTER OF SCIENCE DEGREE IN CHEMISTRY

- I. Residence Requirements — The student shall be in residence a minimum of two consecutive semesters of full-time work. Students working as graduate assistants or making up deficiencies can expect to be in residence for two years.
- II. Course Requirements — for those specializing in analytical, inorganic, organic, or physical chemistry.
 - A. Required Courses (14-15 semester hours)

Chem	610	Inorganic Chemistry	3 s.h.
Chem	620	Analytical Chemistry	3 s.h.
Chem	630	Organic Chemistry	3 s.h.
Chem	640	Physical Chemistry	3 s.h.

One additional course designated by 600 chemistry numbers selected from one of the four core areas 2-3 s.h.

B. Electives (5 to 6 semester hours)

The electives may be selected from the areas of chemistry, physics, biology, and mathematics by the student with the advice and approval of his adviser.

Chem 500, Special Studies, (1-6 s.h./sem.) can provide a maximum of two (2) semester hours toward the 30 semester hours necessary for the degree. This course cannot be used as a substitute for Grad 550.

III. Course Requirement — for those specializing in biochemistry.

A. Required Courses (10 semester hours)

Chem	630	Organic Chemistry	3 s.h.
Chem	623	Physical and Chemical Methods of Separation	3 s.h.
Chem	546	Biochemistry I	2 s.h.
Chem	547	Biochemistry II	2 s.h.
Bio	526	Molecular Genetics	3 s.h.

B. Electives (9 to 10 semester hours)

1. One of the following:

Bio	556	Cell Physiology	4 s.h.
Bio	562	Animal Physiology	4 s.h.
Bio	563	Physiology of Plants	4 s.h.
Bio	581	Microbial Physiology	4 s.h.
Bio	558	Endocrinology	4 s.h.

2. Any graduate courses in the Natural Sciences or Mathematics mutually agreed upon by the student and his adviser.

IV. Research and Thesis Requirements

A. Grad 550 Research and Thesis 1-8 s.h./sem.

The research work must lead to an acceptable thesis, approved by the student's adviser and supervisory committee, and defended in a final oral examination.

B. Seminar — 2 semester hours required

Chem 600	Seminar	1 s.h./sem.
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COURSE DESCRIPTIONS

Chem 500 Special Studies 1-6 s.h./sem.

The course to be arranged with the instructor, is to provide the student with the opportunity for an intensive survey of the literature in a particular area as well as individual instruction on recent advances in chemical instrumentation, methods of research, and specialized subject areas.

Chem 505 Chemical Systems 2 s.h.

This course is designed to combine imaginative ideas and a great many chemical facts into an intelligible whole. Known as the Chemical Bond Approach (CBA), the course will be taught toward an understanding of the chemical content and laboratory techniques necessary to comprehend Chemical Systems.

Chem 506 Chemistry, An Experimental Science 2 s.h.

The course will place heavy stress on the experimental approach to the study of chemistry. The course, being completely laboratory oriented, will utilize the activities of science such as observation, search for regularities, creation and testing of models. This procedure will enable the student to understand atomic theory, mole concept, nature of chemical reactions, and chemical periodicity.

Chem 533 Chemical Literature 2 s.h.

The purpose of this course is to give the graduate student an opportunity to become more familiar with chemistry literature and to develop skill in the use of the literature. Periodicals, encyclopedias, handbooks, abstracting journals and other books dealing with the various divisions of chemistry will be studied. Students are required to conduct a literature search on a selected topic. Lecture — 2 hours.

Chem 576 Radiochemistry 2 s.h.

Basic aspects of nuclear structure, the phenomena of radioactive isotopes and the chemical effects of such isotopes will be studied. Concurrent laboratory work utilizing instruments for detection and measurement of radioactive nuclides used in chemical experimentation will be done. Lecture — laboratory — 3 hours.

Chem 600 Seminar 1 s.h.

A study of modern chemical research and research techniques. Scientific communication, including the role of the science library in research will be stressed. Students are required to take two semesters of this course. Lecture — 1 hour.

Chem 602 Chemistry in Manufacturing Processes 3 s.h.

A course dealing with the applications of chemistry to manufacturing processes. Lecture and field trips. Lecture — 3 hours.

Grad 550 Research and Thesis 1-8 s.h./sem.

Laboratory and literature work on the student's thesis problem done under the direction of a faculty member. This course should be started as soon as is practical.

Chem 690 Research 1-6 s.h./sem.

Laboratory and literature work on the student's thesis problem done under the direction of a faculty member. This course should be started as soon as is practical. The last two hours of Chem 690 must be programmed as Grad 550 Thesis.

Sci 572 Experimental Techniques in Chemistry and Physics 2 s.h.

Emphasis will be placed on scholarly experience in experimentation, observation and application of scientific concepts. Classroom and lecture demonstrations will be prepared, presented, and evaluated by students and instructor. Special attention will be given to the development of new ideas and new ways of presenting scientific principles. Prerequisites: Chemistry I, II, Physics I, II. (Bordas)

INORGANIC

Chem 610 Inorganic Chemistry (core course) 3 s.h.

A lecture course designed to acquaint the student with theoretical inorganic chemistry and, in particular, structure, periodicity, coordination chemistry, bonding and the chemistry of non-aqueous solvents. Lecture – 3 hours.

Chem 611 Coordination Chemistry 3 s.h.

This course will deal descriptively and theoretically with the chemistry of transition metals, their compounds and complex ions. Lecture – 3 hours.

Chem 612 Rare Earth Chemistry 2 s.h.

A course designed to deal with the theoretical and descriptive chemistry of the Lanthanum and Actinium series of elements. Lecture – 2 hours.

Chem 613 Chemistry of the Representative Elements 2 s.h.

Essentially a descriptive course of the periodic group A elements and their compounds. Lecture – 2 hours.

Chem 614 Inorganic Preparations 3 s.h.

The course deals with the preparation of inorganic compounds expressing different techniques of synthesis. This course is designed for those students who have chosen to do inorganic research but have never had a preps course. One lecture per week and six hours of lab.

ANALYTICAL

Chem 522 Advanced Instrumental Methods of Analysis 2 s.h.

A survey of modern instrumental analysis including electrical methods, Spectrophotometric methods, x-ray methods, gas chromatography, and others as time permits. (Open to M.S. candidates by permission only.)

Chem 620 Analytical Chemistry (core course) 3 s.h.

Theoretical principles of Analytical Chemistry. Lecture – 3 hours.

Chem 621 Electroanalytical Chemistry 3 s.h.

Theoretical and practical considerations of Polarography, Potentiometric, amperometric, coulometric, and conductometric methods of chemical analysis. Lecture – 2 hours. One 4-hour lab per week.

Chem 622 Spectrochemical Methods of Analysis 3 s.h.

Application of the emission and absorption of light in the ultraviolet, visible and infrared regions to problems involving inorganic and organic molecular structure, analysis, equilibrium and reaction rates. Lecture – 2 hours. One 4-hour laboratory per week.

Chem 623 Physical and Chemical Methods of Separation 3 s.h.

The application of chromatographic methods to the quantitative separation and analysis of chemical systems. Topics will include gas, column, paper, and ion exchange chromatographic methods and other methods of separation as time permits. Lecture – 2 hours. One 4-hour laboratory per week.

ORGANIC

Chem 630 Organic Chemistry (core course) 3 s.h.

The study of organic chemistry through a consideration of the mechanisms of

organic reactions. The reasons why and how organic reactions occur will be discussed. Lecture — 3 hours.

Chem 631 Polymer Chemistry 3 s.h.

A study of the chemistry of macromolecules, both natural polymers and synthetic polymers, including mechanisms of polymerization. Lecture — 3 hours.

Chem 632 Stereochemistry 3 s.h.

The effect of spatial arrangement of atoms on the chemical and physical properties of molecules will be studied. Lecture — 3 hours.

Chem 633 Heterocyclic Chemistry 3 s.h.

The chemistry of these cyclic compounds containing a ring atom other than carbon will be considered from the standpoint of both chemical and physical properties.

Chem 634 Synthetic Organic Chemistry 2 s.h.

This course is designed to bring to the student the newer and important preparative methods in organic chemistry at both the theoretical and practical level. Lecture — 1 hour; lab. 4 hours.

PHYSICAL CHEMISTRY

Chem 640 Physical Chemistry (core course) 3 s.h.

The course provides a basic introduction to topics covered in advanced graduate courses. Lecture — 3 hours.

Chem 641 Statistical Thermodynamics 3 s.h.

The application of statistical mechanics to chemical systems. Lecture — 3 hours.

Chem 642 Chemical Kinetics 3 s.h.

The course provides an introduction to empirical and theoretical chemical kinetics. Lecture — 3 hours.

Chem 643 Quantum Chemistry 3 s.h.

An introduction to quantum theory and its application to atomic and molecular structure, and spectroscopy. Lecture — 3 hours.

Chem 644 Chemistry of Solids 3 s.h.

A laboratory course which applies chemical principles and utilizes modern instrumentation to investigate the properties of solids. (Lecture and lab.)

BIOCHEMISTRY

Chem 546-547 Biochemistry I and II 2 s.h./sem.

Courses covering and emphasizing the most recent developments in the areas of biochemistry such as amino acids, carbohydrates, lipids, nucleic acids, proteins, enzymes, metabolism and metabolic control. Lecture — 2 hours.

Chem 651 Biochemistry Topics 3 s.h.

A discussion of the important areas of biochemistry such as carbohydrates, lipids, amino acids, proteins, nucleic acids, kinetics, and metabolism. Lecture — 3 hours.

Chem 652 Enzymes 3 s.h.

A study of enzymes to include isolation, kinetics, classification, specificity, mechanisms, cofactors, structure and formation. Lecture — 3 hours.

COUNSELOR EDUCATION

George L. Spinelli, Chairman

William J. Leventry
Everett J. Pesci
Robert H. Saylor
Edward D. Shaffer

Jane B. Washburn
James C. Wilson
John C. Worzby

Students seeking preparation in counselor education may qualify for enrollment in one of two degree programs and one of three certification programs.

DEGREE PROGRAMS

Degree programs include the Master of Education and Master of Arts in Counseling Services. The Master of Education degree program is designed for students seeking preparation and certification as elementary school counselors or secondary school counselors. The Master of Arts in Counseling Services degree program is designed for students seeking preparation leading to counseling and counseling-related employment in non-school settings and student personnel services in higher education. (Information on the Student Personnel in Higher Education option begins on page 100.) Selection of one degree program over the other is determined by individual qualifications of applicants as reflected in educational-vocational background and purposes to be served in present and future employment.

Students may apply for candidacy in a degree program upon successful completion of six credit hours of coursework in foundations courses and submittal of scores from the Graduate Record Examination general test and the advanced GRE test. Students in the M.Ed. degree program must take the advanced GRE test in Education.

Upon admission to the Graduate School and the Department, the student is assigned an advisor who assists with all program matters. No course schedule will be accepted without the signature of the adviser on the Graduate School registration forms. Minimum requirements for degree programs include 30 credit hours of coursework and completion of a research project or thesis on a topic relevant to the program in which the student is enrolled. Following approval of the research proposal all students will register for Grad 550 Thesis or Project. Students electing to write a thesis will register for four credits, those writing a project for two credits.

CERTIFICATION PROGRAMS

School Counselors — To qualify for institutional endorsement for provisional certification as an elementary or secondary school counselor, the student must complete all prescribed coursework and related examination and research requirements for the Master of Education degree as defined by the Graduate School and the Department.

Counselor education majors should understand educational philosophy, objectives, and practices. They should also understand the basic principles of psychology, sociology and related field, and possess sufficient background in mathematics to comprehend the statistical materials and methods with which the counselor must be familiar. Prospective students should include introductory courses in these areas in their undergraduate preparation.

Supervisor of Guidance Services — Applicants must meet all requirements for admission to the Graduate School and hold at least provisional certification as an

elementary or secondary school counselor, including the master's degree. Applicants also must have at least one year of full-time experience as a school counselor.

Institutional and departmental endorsement for provisional certification as a Supervisor of Guidance Services includes completion of a departmentally endorsed program.

CURRICULUM IN COUNSELOR EDUCATION

Course requirements in all degree and certification programs are determined with the assistance and approval of the student's departmental adviser.

AREA I: Foundations

Bus	541	Principles of Management	2 s.h.
CnEd	531	Philosophy and Principles of Guidance	2 s.h.
FdEd	511	Historical Foundations of Education	2 s.h.
FdEd	512	Philosophical Foundations of Education	2 s.h.
FdEd	513	Social Foundations of Education	2 s.h.

(Select one of the above Ed courses — M.Ed. students only)

Grad	516	Statistical Methods I	2 s.h.
SPS	526	History and Administration of Higher Education in the United States of America	2 s.h.
SPS	527	Student Personnel Services in Higher Education	2 s.h.

AREA II: Interdisciplinary Studies

Students in the Master of Education Degree Program are required to take a minimum of 6 hours from this area and students in the Master of Arts Degree Program a minimum of 10 hours. Courses in this area may be selected from any of the following University divisions or departments based upon student need and adviser approval.

Business Education	Political Science
Economics	Psychology
Educational Psychology	Sociology-Anthropology
Elementary Education	Social Science
Foundations of Education	Special Education

AREA III: Professional Studies

CnEd	524	Evaluation Techniques: Applications (Elem)	2 s.h.
CnEd	525	Case Study Techniques (Elem)	2 s.h.
CnEd	526	Information Service (Elem)	2 s.h.
CnEd	527	Consultative and Counseling Theory (Elem)	2 s.h.
CnEd	529	Group Procedures (Elem)	2 s.h.
CnEd	533	Evaluation Techniques: Principles	2 s.h.
CnEd	534	Evaluation Techniques: Applications	2 s.h.
CnEd	535	Case Study Techniques	2 s.h.
CnEd	536	Information Service	2 s.h.
CnEd	537	Counseling and Consultative Theory	2 s.h.
CnEd	538	Management of the Guidance Services	2 s.h.
CnEd	539	Group Procedures	2 s.h.
CnEd	540	Supervised Practicum (Elem)	4 s.h.
CnEd	541	Supervised Practicum	4 s.h.
CnEd	542	School Services	2 s.h.

CnEd	543	Planning Principles	4 s.h.
CnEd	544	Organizing Principles	2 s.h.
CnEd	545	Human Relations and Communications	2 s.h.
CnEd	546	Encounter and Sensitivity in Counseling	2 s.h.
CnEd	550	Supervision of Guidance Workers	4 s.h.
CnEd	551	Evaluation of Guidance Services	2 s.h.
CSci	502	Computers in Education	3 s.h.
Grad	515	Elements of Research (CnEd majors)	2 s.h.
SPS	528	Internship in Student Personnel Services	2-4 s.h.
SPS	529	Seminar in Student Personnel Administration	2 s.h.
Grad	550	Thesis or Project	2-4 s.h.

COURSE DESCRIPTIONS

✓ CnEd 531 Philosophy and Principles of Guidance 2 s.h.

This course is designed to give an overview of the genesis and development of guidance in American education. Philosophical concepts, psychological theories, cultural and social influences, and current practices are explored in the guidance context.

✓ CnEd 533 Evaluation Techniques: Principles 2 s.h.

This course is designed to present the basic concepts utilized in testing. Data concerning the purposes and types of tests, test administration, test scoring, test validity, and test selection will be carefully developed. Prerequisites: CnEd 531, Grad 516.

✓ CnEd 524 Evaluation Techniques: Applications (Elem) 2 s.h.

✓ CnEd 534 Evaluation Techniques: Applications (Sec) 2 s.h.

In this course the student will make an intensive study of selected representative tests and instruments in areas of aptitude, achievement, interest, and personality. Majors will deal with applications most significant to their areas of interest and need. Prerequisite: CnEd 533.

✓ CnEd 525 Case Study Technique (Elem) 2 s.h.

✓ CnEd 535 Case Study Technique (Sec) 2 s.h.

This course is designed to permit the student to study the principles, problems, methods, and content involved in understanding the individual student. This course draws together from all possible sources the kind of information the counselor will need to understand the individual pupil and his developing selfconcept. Prerequisites: CnEd 531, 533.

✓ CnEd 526 Information Service (Elem) 2 s.h.

✓ CnEd 536 Information Service (Sec) 2 s.h.

This course is designed to present the information service as a distinct and vital part of the total guidance service. Emphasis is placed upon the relationship between the information service and other guidance services; the theories related to decision making; the use of information in the process of educational, social, and vocational development; the collection, evaluation, filing, and uses of information; and the programming of information activities. Prerequisite: CnEd 531.

✓ CnEd 527 Consultative and Counseling Theory (Elem) 2 s.h.

CnEd 537 Counseling and Consultative Theory (Sec) 2 s.h.

The primary purpose of this course is to help the student acquire the requisite theoretical and perceptual background for the counseling and consultative functions in guidance. Theories, objectives, principles, and practices of counseling and consulting with individuals are covered. Interview techniques are presented for maximum development in the subsequent practicum experience. Prerequisites: CnEd 533, 535.

CnEd 538 Management of the Guidance Services 2 s.h.

It is the primary purpose of this course to help the guidance counselor acquire the necessary competencies to manage the guidance services. Emphasis is placed upon the planning, organizing, coordinating, directing, and controlling functions of management as applied to guidance services within the framework of the school's philosophy and statement of objectives. Prerequisites: CnEd 531, 533, 534, 535, 536, 537, 539.

CnEd 529 Group Procedures (Elem) 2 s.h.**CnEd 539 Group Procedures 2 s.h.**

This course is designed primarily to consider group procedures in guidance and give the counselor a matrix for the successful use of the various techniques used in the group approach. Considerable emphasis will be placed upon the nature of groups, the techniques involved in the development of the dynamics of group behavior, the formation and operation of groups, the organization and structure of groups, and the influence of the group upon the individual as they relate to common problems. Prerequisite: CnEd 531.

CnEd 540 Supervised Practicum (Elem) 4 s.h.**CnEd 541 Supervised Practicum 4 s.h.**

This course provides a practicum experience in consulting techniques to include the interview, observations, written reports, and group interaction. Students work with counselees appropriate to their level of preparation and goals. Emphasis is both developmental and problem-centered but consistent with the view that guidance services extend to all. Since aspects of all component guidance services are included, this course is scheduled as a terminal course in the core sequence.

CnEd 542 School Services 2 s.h.

This course is designed to analyze critically the written statements of educational philosophies and objectives of selected elementary and secondary schools. The student will prepare a written statement of educational philosophy and objectives for a school in which he is or has been employed. This statement will serve as a guide for the critical examination of philosophies and objectives for the school services — instructional, administration and supervisory, and pupil personnel. The philosophies, objectives, and functions of the school services will be examined to permit the supervisor of guidance services to understand the relationship of the guidance services to the school services in order to function meaningfully with the personnel of the school services.

CnEd 543 Planning Principles 4 s.h.

The student will develop written statements of guidance services philosophy and objectives. Program elements for each of the guidance services will be established from the objectives. These elements will be critically analyzed to

determine personnel needs, facilities, and materials necessary, in-service program requirements, and budgetary demands. Prerequisites: Bus 541, CnEd 542.

CnEd 544 Organizing Principles 2 s.h.

The student will identify tasks necessary to the program fulfillment of guidance service objectives. Personnel qualified to perform tasks will be identified. Techniques to relate tasks to personnel will be examined to develop structural patterns necessary to initiate guidance services programs in districts of various sizes and compositions. Prerequisite: CnEd 543.

CnEd 545 Human Relations and Communications 2 s.h.

The student will develop skill in programming the various guidance services for the school year throughout the district. Human relations principles and techniques to elicit cooperation from personnel involved in the program of guidance services will be examined. Skills in communicating with personnel participating in the program of guidance services and with the public will be developed.

CnEd 546 Encounter and Sensitivity in Counseling 2 s.h.

This course is a basic workshop in personal growth and interpersonal relations. Participants will explore their own individuality and human potential as they enter into authentic, honest, and trusting relationships within the context of a small group experience. The learning process will encourage the recognition and expression of feelings as an effective way of understanding one's self and impact on others. Enrollment is with consent of instructor.

CnEd 550 Supervision of Guidance Workers 4 s.h.

This course is a practicum designed to provide allied experience in supervision of school counselors, elementary and secondary, in the preparation of supervisors of guidance services. Primary focus is on the supervision of counseling service content and process, but components of all guidance services are included. Enrollment is with consent of instructor.

CnEd 551 Evaluation of Guidance Services 2 s.h.

The student will acquire the skill to evaluate the program of guidance services as it is related to the educational objectives and the guidance services objectives of the school. This will include the initiation of appropriate research and the preparation and reporting of recommendations based upon the findings. Prerequisite: CnEd 544.

**SPS 526 History and Administration of Higher Education
in the United States 2 s.h.**

The fundamental purpose of this course is to highlight the growth and trends of higher education in the United States with emphasis on the twentieth century. It reviews the administrative problems and educational issues, touches on some characteristics of higher education in economic analysis and cost, financing, level of investment and assessing the returns. The course will identify some of the administrative problems as related to the legal aspects of higher education as it affects the University staff, the public and the students with some court cases reviewed and compared.

SPS 527 Student Personnel Services in Higher Education 2 s.h.

This basic course gives an overview of student personnel work in higher education, highlighting its history, purposes, organization, philosophy, ethical values, current and past social and legal issues in institutions of higher learning. In

addition, it gives an overview of the various student services which include admissions and registration, data processing and scheduling, housing and food services, career counseling and placement, college unions and student activities, the sources of financial aid, fraternities and sororities, intramural athletics and other programs.

SPS 528 Internship in Student Personnel Services 2-4 s.h.

The internship provides practical experience in the following areas of student personnel service: Dean of Students, Dean of Men, Dean of Women, Housing Office, Admissions, Registration, Placement, Financial Aid, Student Union, and related areas. Participating staff will include representatives from the cooperating staff.

SPS 529 Seminar in Student Personnel Administration 2 s.h.

This is a course designed to review in depth the problems and trends in the various areas of student personnel service. Research projects are required.

STUDENT PERSONNEL SERVICES IN HIGHER EDUCATION

An optional program offered by the Department of Counselor Education through the following cooperating staff members:

S. Trevor Hadley — Coordinator
Fred R. Dakak
E. Samuel Hoenstine

James W. Laughlin
Cleo McCracken
Ronald Thomas

This master degree program offers a practical broad type of training and experience in preparation for professional student personnel work. It also provides a solid background of information and skills for the student who wishes to proceed toward a doctorate in this field at another institution.

Specific objectives of the program include an exploration of the historic and current role of student personnel services in higher education; a focus on understanding personality; and an examination of logical and philosophical foundations of effective counseling. Participants will be given an opportunity to have supervised practicum experiences in several areas of the student personnel field in order to select areas of particular interest and to develop individual skills in working effectively with students. Further, students will be exposed to both theory and practices with freedom to develop professional convictions independently.

Information on eligibility for admission and advisory services may be found under the Degree Program heading of the Counselor Education Section, page 95.

CURRICULUM — STUDENT PERSONNEL SERVICES IN HIGHER EDUCATION OPTION

In order to meet the graduation requirements in Student Personnel Services, the following courses are required or recommended. Minimum 30 credit hours are required.

Required courses in major area of Student Personnel Services:

SPS	526	Hist. and Administration of Higher Education in USA.	2 s.h.
SPS	527	Student Personnel Services in Higher Education	2 s.h.

SPS	528	Internship in Student Personnel Administration . . .	2-4 s.h.
SPS	529	Seminar in Student Personnel Administration	2 s.h.

Required Courses for Degree by department:

Grad	516	Statistical Methods I	2 s.h.
CnEd	533	Evaluation Techniques: Principles	2 s.h.
CnEd	537	Counseling and Consultative Theory (Secondary) . . .	2 s.h.
CnEd	541	Supervised Practicum (Secondary)	4 s.h.
Grad	550	Thesis	2-4 s.h.

Electives:

Six semester hours can be chosen in interdisciplinary areas such as, Educational Psychology, Psychology, Anthropology, Economics, Sociology, Business or Education.

COURSE DESCRIPTIONS

SPS 526 History and Administration of Higher Education in the United States 2 s.h.

The fundamental purpose of this course is to highlight the growth and trends of higher education in the United States with emphasis on the twentieth century. It reviews the administrative problems and educational issues, touches on some characteristics of higher education in economic analysis and cost, financing, level of investment and assessing the returns. The course will identify some of the administrative problems as related to the legal aspects of higher education as it affects the University staff, the public and the students with some court cases reviewed and compared.

SPS 527 Student Personnel Services in Higher Education 2 s.h.

This basic course gives an overview of student personnel work in higher education, highlighting its history, purposes, organization, philosophy, ethical values, current and past social and legal issues in institutions of higher learning. In addition, it gives an overview of the various student services which include admissions and registration, data processing and scheduling, housing and food services, career counseling and placement, college unions and student activities, the sources of financial aid, fraternities and sororities, intramural athletics and other programs.

SPS 528 Internship in Student Personnel Services 2-4 s.h.

The internship provides practical experience in the following areas of student personnel service: Dean of Students, Dean of Men, Dean of Women, Housing Office, Admissions, Registration, Placement, Financial Aid, Student Union, and related areas. Participating staff will include representatives from the cooperating staff listed above.

SPS 529 Seminar in Student Personnel Administration 2 s.h.

This is a course designed to review in depth the problems and trends in the various areas of student personnel service. Research projects are required.

SPS 530 A Seminar on Current Trends in Student Affairs 2 s.h.

This course is designed to study current trends in Student Affairs administration including new legal aspects, human sexuality, the drug scene, minority programs, new trends in counseling services, changes in residence hall living, changing patterns of student financial aid and other areas of current concern. Each student enrolled in the course will study in depth two areas identified in the course and will be required to complete a research type project in one of them.

CRIMINOLOGY

William F. Wegener, Chairman

Stuart Katzman, Director of Graduate Studies

Joseph Bogan

Fred Brown

Stanley Cohen

Victor McGuire

Mark McNabb

James Shannon

Herman Stenger

The Criminology Department offers a Master of Arts degree with concentrations in Corrections, Criminal Justice and Law Enforcement. The areas of concentration are so designed that graduates will be prepared to either immediately assume responsibilities in appropriate professional settings or proceed to doctoral level study. Students interested specifically in community college teaching should enroll in the Master of Arts in Social Science program with a major in criminology and a minor in another social science discipline. The department also offers courses open to students following other degree programs in the graduate school. Law Enforcement Educational Program funds may be available dependent upon candidate's qualifications.

MASTER OF ARTS IN CRIMINOLOGY

Admission Requirements — In addition to meeting the requirements for admission to the Graduate School, a student intending to work toward a Master of Arts in Criminology with a specialization in Corrections, Criminal Justice* or Law Enforcement will be required to have the following prerequisite professional preparation:

- A. Criminology majors should have a good understanding of the criminal justice system. Further, each student should have an understanding of the basic principles of psychology, sociology, and/or cultural anthropology; each student must have an adequate background in statistics (gross deficiencies must be eliminated through additional course work prior to graduation).
- B. Applicants should have at least two years of practical experience within the system of criminal justice.**

*Criminal Justice Program requirements will be satisfied upon the completion of 12 hours in approved graduate-level criminology courses and 12 approved hours in another discipline. This must be coupled with an approved methods course and an acceptable thesis (30 hour total).

**In cases of deficiency in background or experience the student may, with the permission of the department chairman, eliminate the deficiency by the acquisition of additional graduate hours in criminology or related fields — a minimum of 12 semester hours.

Each student admitted to the Graduate Program will be assigned a faculty adviser who will help plan his program of study. This will enable the student to develop a personal course of study which best meets his future needs. The M.A. in Criminology will be awarded at the successful completion of at least 30 semester hours of work (to include core courses and a thesis). In addition, the candidate's competency in criminology will be tested by a course related comprehensive written examination and an oral interview.

CURRICULUM FOR THE MASTER OF ARTS IN CRIMINOLOGY DEGREE

Students working for this degree will complete 30 semester hours of work from the following required and elective courses.

A. Core Courses — 12-13 s.h.

Crnmn	501	Criminological Theory	3 s.h.
Crnmn	502	Introduction to Criminological Research/or an approved methodology course in the Social Sciences	2-3 s.h.
Crnmn	598	Graduate Readings Course in Criminology	3 s.h.
Grad	550	Thesis	4 s.h.

B. Elective Courses — (18 s.h.: 9 hrs. must be in criminology and directly related to the candidate's area of concentration and 9 may be taken in related and approved graduate-level courses.) Following is a list of approved graduate electives (students must meet individual department requirements for admission).

Grad:	516	Statistical Methods	2 s.h.
	530	Drugs, Society, and the Law	
Pol. Sci.	554	Metropolitan Problems	3 s.h.
	558	Judicial Process	3 s.h.
	559	American Constitutional Law	3 s.h.
Psychology:	533	Psychology of Personality	2 s.h.
	534	Abnormal Psychology	2 s.h.
	536	Psychology of Learning	2 s.h.
	540	Community Psychology and Mental Health	2 s.h.
	545	Theory and Techniques of Psychological Intervention	3 s.h.
	546	Principles of Behavior Modification	3 s.h.
	558	Social Psychology	3 s.h.
Sociology-			
Anthropology:	562	Deviant Behavior	3 s.h.
	563	Intergroup Relations	3 s.h.
	564	Sociology Seminar	3 s.h.
	565	Adolescent in American Society	3 s.h.
	593	Science of Culture	3 s.h.

MASTER OF ARTS IN SOCIAL SCIENCE

(See Social Science, page 199, for more complete description)

I. Major in Criminology

Crnmn	501	Criminological Theory	3 s.h.
Crnmn	502	Introduction to Criminological Research/or an approved methodology course in the Social Sciences	2-3 s.h.
Grad	510	Community College Teaching Internship	2 s.h.
		*Electives in Criminology	9 s.h.
		*Electives in Minor Field	10 s.h.
Crnmn	598	Graduate Readings in Criminology	3 s.h.
Grad	550	Project or Thesis	0-2 s.h.

II. Minor in Criminology

Grad	510	Community College Teaching Internship	2 s.h.
		*Electives in Criminology	8-10 s.h.

*Courses will be selected in consultation with the adviser so that the student

fashions a program appropriate for his strengths and weaknesses and relevant to his occupational choice.

COURSE DESCRIPTIONS

Crnm 501 Criminological Theory 3 s.h.

An intensive review of selected criminological theories; with emphasis on in-depth understanding of relevant theoretical approaches to crime and criminally deviant behavior.

Crnm 502 Introduction to Criminological Research/Social Science 514 or GRAD 515 2-3 s.h.

Analysis of research methodology apropos to study of crime and deviant behavior. Course structure will emphasize research design and development, methods of scientific field inquiry, objective evidence, utilization of library resource materials, and techniques of research presentation. Prerequisite — CRMN 501.

Crnm 503 Seminar on Police Administration 3 s.h.

Innovative techniques of police organization and personnel management discussed. Review of practical difficulties involved in adapting cybernation, scientific technology, and advanced personnel administration to existing police establishment. Prerequisite: CRMN 501 and major status.

Crnm 504 Personnel Recruitment and Selection in Law Enforcement 3 s.h.

Techniques of man-power recruitment and personnel selection coupled with in-depth review of police applicant testing procedures. Qualification stipulation, oral and written examination construction, and elements of background investigations explored. Prerequisite: CRMN 501 and major status.

Crnm 505 Special Topics: Law Enforcement 2 s.h.

At option of instructor, course will provide in-depth review of significant police problems, e.g., interdepartmental friction, etc.; may also be utilized to explore specific social problems and/or deviant behavior which has influence on administration of police services. Prerequisite: CRMN 501 or permission of department chairman. Can be taken more than once depending on topic.

TOPICS TO BE CONSIDERED:

Seminar on Crime in American Society

A thorough familiarization with nature and extent of crime problem in United States with particular attention to statistics of criminality; traditional white collar and organized crime; and current societal response to contemporary trends.

Seminar on the Role of Law Enforcement in a Free Society

Detailed review of government's police powers coupled with critical analysis of structure and function of major investigative and law enforcement agencies at federal, state, and local level. Resource utilization, inter-departmental cooperation, and breakdown of police isolation stressed with a collateral emphasis on unity of purpose in professional law enforcement.

Seminar on Constitutional Law: Its Effects on the Administration of Criminal Justice

Comprehensive analysis of constitutional foundations of contemporary jurisprudence; major thrust of seminar being a detailed understanding of recent "landmark" Supreme Court decisions correlative with a practical knowledge concerning effects of judicial pronouncements on administration of criminal justice.

Advance Principles of Supervision

An action course designed to acquaint potential supervisor with theoretical and practical methods of problem solving within a bureaucratic structure; accent will be practical and problematic situations involving group solutions to supervisory problems through role-playing and psychodrama. The development of supportive interpersonal relations and stimulation of personal improvement through increased reasoning potential will be stressed.

Advanced Public Safety Administration

Explores major elements of public safety administration; emphasis on the feasibility of police and fire unit consolidation, safety unit coordination at major disasters, unity of command in the rendering of public safety services, and practicability of creating an office of Public Safety Director.

Theory: Arrest, Search and Seizure

Theory of arrest, search and seizure: its constitutional basis, its practical applicability, and its actual implementation. Relevant "landmark" Supreme Court Decisions will be studied — logic will be reviewed.

Command: Decision Making and the Police Executive

The accent will be on police executive development with the elements of executive decision making stressed. Role playing and psychodrama will be utilized to stimulate situations and conditions requiring executive level deliberations.

Organized Crime

Critical evaluation of organized crime in the United States; emphasis on nature, structure, and social function of La Cosa Nostra. Elements of police intelligence operation reviewed as an adjunct of the functional analysis of organized crime.

Organization: The Police Community Relations Unit

Investigation of the purpose, function, and organization of Police-Community Relations Unit of a police department. Emphasis is on effective public relations procedures, alternative organizational designs, and circumvention of both police and community opposition to formulation of the unit.

Seminar in the Control of Deviant Group Behavior

Clinical review of dynamics of intergroup relations, with emphasis on gang and/or mob behavior. Will explore latest sociological theories concerning group formation and control, and stress police actions in crisis situations.

Crmn 510 Advanced Seminar on Probation and Parole

3 s.h.

Provides a thought provoking review of functional relationships between various branches of government and the correctional process, and a thorough analysis of probation and parole processes and their ancillary components. Stresses practical problems of client supervision, resource referral, and termina-

tion of supervision services. Prerequisite: CRMN 501 and permission of department chairman.

Crnm 511 Predictive Methods of Probation and Parole 3 s.h.

Gives student actual practice in using behavioral prediction devices. Each student will have opportunity to develop experimental models and research the results. CRMN 501 — major status.

Crnm 512 Laboratory in Background Analysis and Pre-Sentence Report Writing

Will provide background information concerning structure, function, and use of pre-sentence investigation. Gives practical training in compilation and analysis of social case histories. Each student, under direct supervision, will develop, organize and write several pre-sentence investigations. CRMN 501 — major status.

Crnm 513 Seminar on Crime and Delinquency Prevention 3 s.h.

Exploration of most effective ways of preventing crime and delinquency. Will stress remedial social action, law enforcement and correctional procedures and techniques of community arousal and involvement. Prerequisite: CRMN 501 or permission of department chairman.

Crnm 514 Development of Institutional Treatment Services 3 s.h.

In-depth study of institutional treatment methods; including a review of the most successful approaches to curbing recidivism problem. Will investigate therapeutic community and milieu management concepts as well as individual treatment procedures. CRMN 501 — major status.

Crnm 515 Special Topics/Corrections 3 s.h.

At option of instructor, course will provide in-depth review of significant correctional problems, e.g., interdepartmental friction, etc.; may also be utilized to explore specific social problems and/or deviant behavior which has an influence on administration of correctional services. Prerequisite: CRMN 501 or permission of chairman of department. May be taken more than once depending on topic.

TOPICS TO BE CONSIDERED:

A Seminar on Corrections

Intensive review and evaluation of the correctional system and its integral components — probation, institutionalization and parole.

Correctional Administration

A basic delineation of current trends in correctional administration; will emphasize effective techniques of organization and management in correctional services.

Crime and Its Social Treatment

Elaboration of crucial elements of deviant behavior and review of broad based community rehabilitation and treatment services; will analyze utilization of self-help groups, therapeutic communities, half-way houses, community rehabilitation centers, referral agencies, out patient psychiatric services, etc.

Seminar on Psychological Abnormality and the Correctional Process

Will examine relationship between psychological abnormality and commission of crimes and/or establishment of criminal careers. Emphasis on severe mental disturbances — psychopaths, sexual deviants and criminally insane.

Inter-Agency Cooperation and Resource Development

Accent on development of inter-agency cooperation and resource utilization; will emphasize major referral agencies — public and private — and familiarize students with techniques of resource utilization with relation to rehabilitation and treatment of the offender.

Interviewing Techniques: Correctional Emphasis

Students learn and, under expert supervision, practice advanced techniques of correctional interviewing. Techniques to be stressed: establishment of rapport, utilization of empathy, elements of identification, and principles of catharsis and ventilation.

Group Methods in Corrections

Will emphasize para professional group therapy techniques which are adaptable to the correctional process. This topic will be developed in conjunction with the Psychology Department.

Crnm 530 Internship in Criminal Justice 3-6-12 s.h.

Each student placed with a selected criminal justice agency to participate actively in activities of the unit. Student may earn up to 12 semester hours credit. Students required to submit an acceptable paper explaining experiences in the internship program. By appointment only. Majors only.

Crnm 540 Intependent Study in Criminology 3 s.h.

The student, with advice and approval of instructor, researches a significant problem in Criminology. Subsequent to research, each student will write a formal paper presenting his findings to the faculty of the Criminology Department. CRMN 501 — by appointment.

Grad 550 Thesis or Research Project 6 s.h.

With advice and consent of faculty adviser, the student will — prior to graduation — participate in preparation of a thesis which is related to his subject matter concentration at the graduate level. Students required to strictly adhere to scientific method, and present findings in a suitable form.

Crnm 598 Graduate Readings in Criminology 3 s.h.

With faculty supervision, students will read at least six major criminological texts and participate in a seminar situation for the purpose of discussing the reading materials, CRMN 501 by appointment.

Grad 510 Community College Teaching Internship 2 s.h.

Designed to prepare community college instructors through an emphasis on the objectives, materials, techniques, and evaluation of general education programs in criminology. Prerequisites: Criminology major or minor.

EDUCATIONAL PSYCHOLOGY

Anthony A. Angeloni, Chairman

William M. Bahn
William E. Cutler
Leonard B. DeFabo
John J. Hays
Isabel T. Helmrich

William J. Leventry
Bruce A. Meadowcroft
John P. Quirk
Mildred N. Shank
Joan R. Yanuzzi

SCHOOL PSYCHOLOGIST CERTIFICATION PROGRAM

The School Psychology Program is designed for those individuals who are seeking certification as Public School Psychologists in the Commonwealth of Pennsylvania. The objectives of the program are to train competent individuals who will demonstrate and apply an ability to evaluate and prescribe; have an understanding of individual and group dynamics; and have an understanding of the educational system and learning processes.

Certification as a school psychologist is recommended when the indicated role competencies are demonstrated. The prescribed program usually requires an equivalent of at least 60 graduate semester hours, after which the granting of a Certificate of Advanced Study may be recommended. Since a masters is required before entry into the School Psychology Program is processed an applicant may consider two basic alternatives to satisfy this requirement. First, the student may earn a Master of Education degree in Educational Psychology (Pre School Psychology Major) from this University and as a result satisfy most of the prerequisite requirements of the School Psychology Program or second, the student may earn a masters in another area from this University or another approved institution and then apply for admission to the School Psychology Program and complete the program competencies.

Candidates for admission to the Certification Program must have a Master's degree and an Instructional or Specialist certificate from an accredited institution or have approved educational experiences. The program is designed to satisfy the necessary competency requirements.

CERTIFICATE OF ADVANCED STUDY IN SCHOOL PSYCHOLOGY

Indiana University of Pennsylvania will issue a Certificate of Advanced Study in School Psychology to those individuals who have completed a minimum of 60 graduate hours, 30 of which should be approved graduate hours in the University beyond the master's degree, and have completed their certification program.

Individuals who are approved for the Certification Program in School Psychology will be recommended for certification by Indiana University of Pennsylvania as a school psychologist when they have demonstrated a mastery of required competencies.

ADMISSION

Application for admission to the program is made to the Graduate School Office. The candidate must first be admitted to the Graduate School. After admission to the Graduate School, the candidate must secure the School Psychology Application Packet, which includes specific admission procedures and gives specific information concerning the Master's degree program and the Certificate of Advanced Study Program from the Director, School Psychology Program, Davis Hall, Indiana University of Pennsylvania, Indiana, Pa., 15701. Questions concerning the program should be addressed to the Director. Following application, an adviser will be assigned and may be contacted at any time to answer further questions. No course work may be scheduled without the adviser's approval.

The Graduate Record Examination, including Education, must be taken by all candidates before final approval is granted by the School Psychology Committee. Tentative approval is given at initial entry and final approval after taking approved prerequisite courses.

Candidates will be selected on the basis of the education and experience record, letters of recommendation, personal interview, and revealed potential as a School Psychologist and a professional in education.

COURSE SELECTIONS

MASTER OF EDUCATION IN EDUCATIONAL PSYCHOLOGY (Pre School Psychology Major)

		Sem. Hrs.
EdPsy	504 Educational Psychology II (or)	
EdPsy	578 Learning	2
EdPsy	518 Interpretation of Educational and Psychological Tests (or)	2
CnEd	533—	
	534 Evaluative Methods in Guidance I and II (4 s.h.)	
EdPsy	580 Pupil Adjustment (or)	2
Psy	540 Community Psychology and Mental Health (3 s.h.)	
EdPsy	576 Behavior Problems	2
EdPsy	572 Psychology of Childhood Education II (or)	
EdPsy	573 Psychology of Adolescent Education II	2
SpEd	531 Psychology of the Exceptional Child	2
Psy	533 Psychology of Personality	2
CnEd	531 Philosophy and Principles of Guidance (or)	
CnEd	535 Case Study Techniques	2
FdEd	513 Social Foundations of Education	2
Grad	515 Elements of Research	2
Grad	516 Statistical Methods I	2
Grad	550 Thesis	2-4
Approved electives (approved by the School Psychology Committee)		<u>6</u>
Master of Education		30

CERTIFICATE OF ADVANCED STUDY PROGRAM

Master's Degree		30
EdPsy	512 Individual Evaluation I	4
EdPsy	513 Individual Evaluation II	4
EdPsy	521 Learning Disabilities (or)	2
SpEd	566 Education of Children with Learning Disabilities	
EdPsy	550 *Internship I	12-14
EdPsy	562 Counseling and Psychotherapy	2
EdPsy	563 Projective Techniques I	2
Psy	534 Abnormal Psychology	2
Approved electives (approved by the School Psychology Committee)		<u>2</u>
Certificate of Advanced Study		60

(Other courses may be approved by the School Psychology Committee to satisfy competency requirements.)

*Additional internship hours may be required to satisfy competency requirements.

COURSE DESCRIPTIONS

- EdPsy 501 Special Topics in Educational Psychology 2 s.h.**
Designed for those students who wish to do independent research in special areas. Prerequisite: Department Chairman Permission.
- EdPsy 504 Educational Psychology II 2 s.h.**
An upward extension of Educational Psychology with a systematic review of current research and learning theory with emphasis on classroom application.
- EdPsy 512 Individual Evaluation I 4 s.h.**
Individual testing and professional competency in Binet and related scales of intelligence and includes techniques of report writing, professional role studies, and communication procedures. Prerequisite: For approved School Psychologist candidates.
- EdPsy 513 Individual Evaluation II 4 s.h.**
Individual testing and professional competency in the Wechsler Scales, Bender Gestalt, Vineland Social Maturity, Wide Range Achievement and other pertinent tests. Prerequisite: EdPsy 512 — For approved School Psychologist candidates.
- EdPsy 518 Interpretation of Educational and Psychological Tests 2 s.h.**
Designed to provide the individual with the information necessary to understand, evaluate, and interpret the results of educational and psychological tests accurately and meaningfully.
- EdPsy 521 Learning Disabilities 2 s.h.**
Designed to help individuals recognize and diagnose a child's learning abilities and specific disabilities; understand the remediation process; and be able to make meaningful judgments.
- EdPsy 550 Internship I 2-12 s.h.**
Extensive supervised experiences in psychometric, diagnostic, therapeutic and remediation techniques and processes. Prerequisite: EdPsy 513 — For approved School Psychologist candidates.
- EdPsy 551 Internship II 2 s.h.**
Clinical and field experience with severely mentally and physically handicapped and emotionally disturbed children. Prerequisite: EdPsy 550 — For approved School Psychologist candidates.
- EdPsy 562 Counseling and Psychotherapy 2 s.h.**
A systematic study of the major techniques of counseling and psychotherapy, the application in school and clinical settings, counselor limitations and ethical standards.
- EdPsy 563 Projective Techniques I 2 s.h.**
An introduction to various projective techniques currently used. Prerequisite: For approved School Psychologist candidates.
- EdPsy 564 Projective Techniques II 2 s.h.**
Continued application and skill development of projective techniques giving specific administration techniques with interpretation of data. Prerequisite: For approved School Psychologist candidates.
- EdPsy 571 Group Dynamics in Education 2 s.h.**
A systematic study of the application of the principles of group dynamics to educational settings. Training will be given in group formation and process, leadership design, and relevant techniques.

EdPsy 572 Psychology of Childhood Education II 2 s.h.

Studies the relationship which physical, social, emotional, and intellectual development have on the theory and practice of childhood and pre-adolescent education.

EdPsy 573 Psychology of Adolescent Education II 2 s.h.

Concerned with the study of the significant characteristics of adolescence, understanding the role of cultural influences on the formation of behavior, and the development of more preventive practices in the educational setting.

EdPsy 576 Behavior Problems II 2 s.h.

Explores the behavior problems encountered in classroom situations and gives causes, characteristics and some remedial techniques.

EdPsy 578 Learning 2 s.h.

Explores learning theories and educational application in working with learning problems in the classroom.

EdPsy 580 Pupil Adjustment 2 s.h.

Considers human adjustment and mental health in relation to causative factors and explores the dynamics of personal and interpersonal relationships.

ELEMENTARY EDUCATION

Robert L. King, Chairman

Ronald L. Baker
Dennis A. Bartha
Alice Louise Davis
Betty Davis
Alberta R. Dorsey
Ralph M. Glott
Joseph A. Kazamek
Jack Kuhns

P. David Lott
Donald C. McFeely
Robert E. Millward
Edward R. Mott
James B. Reilly
Joseph S. Rizzo
Alvin J. Stuart
George D. Zepp

The Elementary Education Master's curriculum is designed to assist the graduate student to broaden or strengthen his background in academic areas and in professional education. The graduate student may elect one of several specialized fields for study, including curricula in general education, early childhood education, and reading. If courses are carefully selected in the general elementary education curriculum, a concentration in areas such as language arts, social studies, mathematics or science can be achieved. A graduate student may exercise much freedom in designing his program.

At the Master of Education level, the student is assigned to an advisor as soon as he is admitted to the Graduate School. At this time, the student and advisor outline a tentative graduate program. (Note that Grad 515, Elements of Research, should be taken during the first ten hours of graduate work.)

Acceptance into the Graduate School permits a student to take course work in a department. If a student wishes to become a degree candidate, he must complete the Application to Candidacy form and forward this form to the Graduate School after having successfully completed six hours of course work in the department.

MASTER OF EDUCATION DEGREE IN ELEMENTARY EDUCATION

Students working toward a Master's degree in Elementary Education should complete 30 hours of work in accordance with the following divisions:

- I. Professional Studies — select a minimum of 12 semester hours. Course work may be selected from a number of courses including the following:

EIEd	500	Basic Foundations of Reading Instruction	2 s.h.
EIEd	501	Diagnosis and Remediation of Reading Disabilities . .	2 s.h.
EIEd	531	Curriculum Problems in Elementary Education	2 s.h.
EIEd	532	Systematic Observation of Classroom Behavior	3 s.h.
EIEd	541	Special Problems in Elementary Social Studies	2 s.h.
EIEd	542	Mathematics in the Elementary School	2 s.h.
EIEd	543	Resource Materials in Elementary Science	2 s.h.
EIEd	544	Recent Trends in Elementary Language Arts	2 s.h.
EIEd	545	Experimental Studies in Art Education	2 s.h.
EIEd	546	Modern Procedures and Skills in Elementary Music .	2 s.h.
EIEd	547	Resource Material in Children's Literature	2 s.h.
EIEd	548	Creativity and the Elementary School Child	2 s.h.
EIEd	550	The Community and the Elementary School	2 s.h.
EIEd	551	Recent Innovations in Elementary Education	2 s.h.
EIEd	552	Evaluating the Elementary School	2 s.h.
EIEd	553	Supervision and Improvement of Instruction in the Elementary School	2 s.h.
EIEd	554	Administration of the Elementary School	3 s.h.
EIEd	555	Recent Trends in Human Development and Learning	2 s.h.
EIEd	556	School Administration	3 s.h.
EIEd	557	Elementary School Personnel Administration	3 s.h.

EIEd	558	School Law and Negotiations	3 s.h.
*EIEd	577	Supervised Internship	3-6 s.h.
*EIEd	578	Seminar in Elementary Education Internship	3-6 s.h.
*EIEd	579	Independent Study in Elementary Education	3 s.h.
*EIEd	580	Seminar in Advanced Research	3 s.h.
SE	531	Psychology of the Exceptional Child	2 s.h.
EdPsy	580	Studies in Pupil Adjustment	2 s.h.
Psy	540	Community Psychology and Mental Health	3 s.h.

*To be scheduled by doctoral candidates only with permission.

II. General Studies — Courses in this area should be selected after consulting with your advisor in Elementary Education. Courses in professional studies should not be selected in this area.

III. Foundations of Education — 2 semester hours of work to be selected from the following courses:

FdEd	511	Historical Foundations of Education	2 s.h.
FdEd	512	Philosophical Foundations of Education	2 s.h.
FdEd	513	Social Foundations of Education	2 s.h.

IV. Research Requirement — Either a research project or a research thesis will be required to satisfy the research requirement. A research thesis will permit a student to receive graduate credit (2-4 hours) toward the Master's degree. The student should schedule Grad 550, Thesis, during the semester in which the thesis is being written. Grad 550 may be scheduled from 2 to 4 semester hours. If a project is selected to meet the research requirement, no graduate course needs to be scheduled and no graduate credit is received.

V. Research Techniques — The following course is required: The Elementary Education Section of Elements of Research, Grad 515 (2 s.h.) should be scheduled early in the student's program.

MASTER OF EDUCATION DEGREE IN ELEMENTARY EDUCATION WITH SPECIALIZATION IN EARLY CHILDHOOD EDUCATION

For graduate students who wish to specialize in Early Childhood Education, a program of studies is designed to provide educational experiences which meet the needs of persons seeking competencies and subsequent certification toward Early Childhood Education Specialist. Afternoon, evening, Saturday, and summer session courses are offered for those students who are employed full-time in the education profession.

A minimum of 30 semester hours is required for the degree and certification as Early Childhood Specialist. In the event that the interviewing committee finds the student to be proficient in a required course or courses in the Professional Studies unit, the student will be permitted to elect another course or courses in the Professional Studies unit. Some students may have to schedule additional semester hours to reach the required level of competency. With the guidance of the adviser, the student may elect to write a thesis or a research project.

I. Professional Studies — Early childhood education and related subject matter. Minimum Hrs. Required: 14

*EIEd	555	Advanced Child Development and Learning	2 s.h.
*EIEd	560	Early Childhood Study Techniques and Resources . .	2 s.h.
*EIEd	561	Early Childhood Philosophy and Principles	2 s.h.
*EIEd	562	Early Childhood Curriculum and Materials	2 s.h.
*EIEd	563	Early Childhood Assessment Tools and Evaluative Techniques	2 s.h.
*EIEd	564	Early Childhood Field Study Experiences	2 s.h.
EIEd	554	Administration of the Elementary School	2 s.h.

EIEd	553	Supervision and Improvement of Instruction in the Elementary School	2 s.h.
LRes	540	Preparation of Learning Resources	2 s.h.
EIEd	550	The Community and the Elementary School	2 s.h.
EIEd	548	Creativity and the Elementary School Child	2 s.h.

II. General Studies — Minimum Hrs. Required: 6

Art	510	Art and the Exceptional Child	2 s.h.
Ed	522	Principles and Practices in Speech Improvement	2 s.h.
HE	540	Applied Human Nutrition	2 s.h.
HE	521	Problems in Family Living	2 s.h.
PolS	554	Metropolitan Problems	3 s.h.
Soc	563	Intergroup Relations	3 s.h.
Anth	591	Studies in Anthropology	3 s.h.
HPE	521	Advanced Seminar in Health and Safety	2 s.h.
HPE	530	Workshop in Community-School-Health Education	2 s.h.

III. Psychology — Minimum Hrs. Required: 4

SE	531	Psychology of the Exceptional Child	2 s.h.
Psy	534	Abnormal Psychology	2 s.h.
*Psy	536	Psychology of Learning	2 s.h.
Psy	540	Community Psychology & Mental Health	3 s.h.
SE	538	Psychology of the Gifted Child	2 s.h.
SE	539	Psychology of the Mentally Retarded Child	2 s.h.

IV. Foundations of Education — Minimum Hrs. Required: 2

FdEd	511	Historical Foundations of Education	2 s.h.
FdEd	512	Philosophical Foundations of Education	2 s.h.
FdEd	513	Social Foundation of Education	2 s.h.

V. Educational Research — Minimum Hrs. Required: 4

*Grad	515	Elements of Research	2 s.h.
Grad	550	Thesis (or Research Project)	2 s.h.

*Required Course

INTERNSHIP IN ELEMENTARY EDUCATION

For a limited number of Elementary Education graduates Indiana University of Pennsylvania is providing an internship program leading to the Master of Education degree.

The participant must first complete a Bachelor's degree in Elementary Education and hold a teaching certificate. He will enroll for a full summer of graduate study. During the following academic year he will spend one semester as a full-time professional teacher in a selected school system; during the other semester he will be a full-time graduate student on the Indiana campus. The second semester will be spent in completing the Master of Education requirements.

While the teacher is employed as a full-time professional teacher in selected school system, he will have conferences on his professional work progress with a specialist from the University in which there will be a review of his work as a teacher. The (intern) teacher will be paid by the school district for one-half year at the usual rate for a professional teacher in that position.

The course work taken during the two summer sessions and the one full semester will meet the requirements for the Master of Education degree in elementary education and will fulfill permanent certification requirements.

For information regarding the fifth-year internship program for the Master's degree in elementary education interested persons should write to Chairman of the Elementary Education Department, Indiana University of Pennsylvania, Indiana, Pennsylvania 15701.

ELEMENTARY EDUCATION SPECIALIST PROGRAM

The Elementary Education Specialist Program requires two years of study beyond the Bachelor's degree and affords the student an opportunity to prepare in depth for a variety of positions in education.

This program assumes that a student will have completed the requirements for a Master's degree in elementary education in an accredited graduate institution. Any student interested in pursuing study in the specialist program should file a letter of intent in which he would state his professional goals. Applicants will be screened for admission to the program by members of the graduate faculty in the Department of Elementary Education.

The Elementary Education Specialist Program is intended to be a terminal program and is not designed to lead to further graduate study toward the doctoral degree. Those who complete approved programs of graduate study, such as this one, preparing for responsibilities of supervising and directing the activities of professional employees, and who have the necessary prerequisites of experiences, may be issued a provisional supervisory certificate for such a position in the schools of the Commonwealth.

The Elementary Education Specialist Program will require 60 semester credit hours of graduate level work with 30 credit hours being the maximum number of hours to be accepted by transfer toward the meeting of the requirements for this program. Included in the total 60 credit hour program should be:

- a. Four courses (or eight hours) in Elementary Education Curriculum and Supervision
- b. Four courses (or eight hours) in one special field of concentration
- c. All students must schedule the course EIED 579 — Independent Study in Elementary Education. For this course the student will prepare a proposal for a study on some practical aspect of education. The proposal for this independent study must be approved by the student's advisor prior to the semester in which the student will register for credit for this course.

The student, with the guidance of his advisor will plan a program of courses designed to fulfill his professional goals. Such courses may be selected from the total offerings of the University. The flexibility of the Elementary Education Specialist Program enables students to plan:

- a. Course selection to build competency in a given teaching area for purposes of gaining background for curriculum development, supervision or instructional improvement in that teaching area.
- b. Course selection intended to provide a broad base of curricular experience in all teaching areas.
- c. Course selection for completing requirements for permanent certification in certain areas.

Experience has shown that students who have completed this program have been able to obtain employment in various professional positions such as those of elementary curriculum coordinator or director of elementary education.

THE DOCTORATE IN ELEMENTARY EDUCATION

The program leading to the Doctor of Education degree in Elementary Education is designed for those who wish to teach at the college or university level or who desire to work in a teaching, supervisory, or administrative capacity.

A candidate for this degree is expected to acquire a broad knowledge of various aspects of education, and to demonstrate through the completion of an acceptable dissertation the ability to conduct an independent investigation of a topic approved by the department.

The first step in a student's program is to seek admission to course work beyond the Master's degree. After the student has completed 8 hours and prior

to 16 hours of advanced work at Indiana, he can apply for candidacy. To become a candidate a student must meet the requirements of the Graduate School and the Department of Elementary Education. Applicants may be reviewed on the basis of acceptable scores on the Graduate Record Examination, performance in course work, professional recommendations, and successfully passing a written and an oral examination administered by the department.

After admission to candidacy the student will be assigned to a dissertation committee. This committee will assist the student in preparing a final plan of study. The comprehensive examination will be scheduled upon the recommendation of the dissertation committee near the end of course requirements and prior to registering for Grad 650 — dissertation credits. This examination will be both written and oral and will include a major and a second concentration field.

No specific number of course credits entitles a student to the degree, but a minimum of 60 hours of course credit, exclusive of research credits, must be earned beyond the Bachelor's degree.

Statistics and computer science are required to complete the research area of study. However, foreign language may be substituted as an option.

A supervised internship and a period of residency will be required of all candidates for this degree. Ordinarily the internship will consist of working for a semester or a summer in an educational experience unlike one already experienced by the candidate.

A complete description of the Doctor of Education program in Elementary Education can be obtained from the Department of Elementary Education, Davis Hall.

COURSE DESCRIPTIONS

EIED 531 Curriculum Problems in Elementary Education 2 s.h.

The curriculum will be studied in relation to local needs and resources. Special attention will be given to contemporary forms of organization and procedures for curriculum development. A student will concentrate his studies on a specific problem of area interest.

EIED 532 Systematic Observation of Classroom Behavior 3 s.h.

Students will learn how to code classroom verbal interaction through actual demonstration, video-tapes, and audio recordings. The course will emphasize various teaching strategies, monitoring verbal interaction, and supervisory sessions. Although the course is designed for elementary majors, provisions can be made to enroll students from other departments.

EIED 541 Special Problems in Elementary Social Studies 2 s.h.

The content of the social studies in the elementary school as it contributes to world understanding and the American cultural heritage will be included. Each student will concentrate his studies on a special problem or area of interest.

EIED 542 Mathematics in the Elementary School 2 s.h.

An overview of the development of mathematics as a part of the elementary school curriculum will be presented. It will emphasize curriculum development based upon research in mathematics, special problems in teaching of mathematics and the literature which should be known to a teacher of mathematics. Prerequisite: The Teaching of Mathematics. (Mathematics Staff)

EIED 543 Resource Materials in Elementary Science 2 s.h.

Designed to give the elementary teacher experience with the literature, equipment and materials used in teaching science in the elementary school. Emphasis will be placed on the overlying philosophy and use of materials of the following current national curriculum programs. (1) Science A Process Approach (SAPA), (2) Elementary Science Study (ESS), (3) Science Curriculum Improvement Study (SCIS).

EIEd 544 Recent Trends in Elementary Language Arts 2 s.h.

Deals with trends, problems, and recent contributions of research in the language arts. Areas will include elementary English, spelling, penmanship, and children's literature. Each student will concentrate his studies on a special problem or area of interest.

EIEd 545 Experimental Studies in Art Education 2 s.h.

Teachers will undertake art experiences in various media as they are adapted to the provision of art experiences for the child. Emphasis will be placed on the stages of growth, type of motivation, and ways of administering stimuli. The class will study the exceptional child to learn to recognize and encourage evidences of art potential as well as wholesome self-expression. (Art Staff)

EIEd 546 Modern Procedures and Skills in Elementary Music 2 s.h.

Provides elementary teachers with new developments and techniques recommended for music education. (Music Staff)

EIEd 547 Resource Materials in Children's Literature 2 s.h.

Concerned with the selection and evaluation of children's literature as a resource for teaching and learning. Although traditional and modern literature in prose and poetry will be considered, much emphasis will be given to non-fiction. Ways will be studied to use these materials in the elementary school program.

EIEd 548 Creativity and the Elementary School Child 2 s.h.

Explores ways to uncover creative abilities in children and techniques to direct these energies in the classroom situation. The role of the teacher as the developer of these abilities will be stressed.

EIEd 550 The Community and the Elementary School 2 s.h.

Principles and practices of developing and maintaining good school-community relationships, communications media, and the use of lay personnel. The use of resource persons and the community itself as aids to enrichment will be reviewed.

EIEd 551 Recent Innovations in Elementary Education 2 s.h.

Students will study newer trends in classroom procedure, equipment, and materials as well as problems involved in the improvement of instruction. Whenever possible laboratory sessions will be held to demonstrate and use recently developed materials. Field trips may be used.

EIEd 552 Evaluating the Elementary School 2 s.h.

Concerned with the evaluation of the elementary school, its curriculum, the professional and non-professional staff, and the community as an educational agency. Emphasis will be on self-evaluation. Evaluation will be directed in terms of established educational objectives.

**EIEd 553 Supervision and the Improvement of
Instruction in the Elementary School 2 s.h.**

Deals with principles and techniques of supervision in the elementary school. Objectives of the program and the role of the supervision must be defined. The personal help of the supervisor and the management of equipment and personnel will aim toward the improvement of instruction.

EIEd 554 Administration of the Elementary School 2 s.h.

Principles and techniques of elementary school administration. Leadership qualities, training and experience background, and human relationship qualities will be reviewed. The administrator will be viewed as a leader of teachers, children, non-professional staff and the community to develop and maintain the best educational plant possible.

EIEd 555 Recent Trends in Human Development and Learning 2 s.h.

Concerned with the recent literature and experimental works in the field of learning. Studies will be limited to the pre-school and elementary school child. Characteristics of the learner, the learning situation and motivation will be stressed.

EIEd 556 School Administration 3 s.h.

This course is the basic course in school administration. It is intended to serve as a general introduction to the principles and practices of school administration for the student who aspires to a supervisory or administrative position in the public schools. It will survey the administrative field in public education, including an analysis of types of positions, certification requirements, and administrative functions.

EIEd 557 Elementary School Personnel Administration 3 s.h.

This course is designed to provide background for potential principles and supervisors in matters pertaining to the functions of the various types of personnel employed in the elementary school. Knowledge of organizational practices for proper and effective utilization of personnel and recognition of the administrator's role in providing services to both staff and pupils are emphasized.

EIEd 558 School Law and Negotiations

This course is designed to give persons engaged in education an understanding of legal principles as they pertain to the functions of personnel in the public school system. The course includes a study of statutory enactments, a review of court actions through case studies, and an analysis of collective negotiation laws and cases as they pertain to the profession.

EIEd 560 Early Childhood Child Study Techniques and Resources 2 s.h.

Designed to help students become familiar with the scientific method of studying children between the ages of three through eight years, inclusive. Through studying one child in depth, the student learns to observe, record, and analyze pertinent information in order to make multiple hypotheses, and to suggest ways to help children toward positive self-development. It is the responsibility of the student to select and have one child available as a subject for in-depth study.

EIEd 561 Early Childhood Philosophy and Principles 2 s.h.

Introduces the student to the philosophy and historical background of pre-school through primary education (ages three through eight years, inclusive) and their influences on current children programs and research.

EIEd 562 Early Childhood Curriculum and Materials 2 s.h.

The curriculum patterns of early childhood (ages three through eight years, inclusive) programs, materials available, and program planning for optimal development of children and space available. Current programs, their financial sources, and budgeting procedures will be included.

EIEd 563 Early Childhood Assessment Tools and Evaluation Techniques 2 s.h.

Designed to introduce tests for the assessment of the young child (ages three through eight years, inclusive) in the areas of perception, concept development, self-inventories, general intellectual ability, and readiness. Several achievement and diagnostic tests of academic ability will be studied. The student will have an opportunity to test, evaluate, and implement a program for the young child on a general introductory level not requiring in-depth study.

EIEd 564 Early Childhood Field Study Experiences 2 s.h.

Designed to give direct observation and participation of the teaching in nursery-kindergarten, federal, state, or local supported early childhood pro-

grams. Seminar sessions will be designed to study appropriate programs with immediate application in a classroom. Close supportive relationships with parents and community will be stressed with a program devised suitable to that classroom.

EIED 577 Supervised Internship 3-6 s.h.

The students selected for this program receive continuing individualized guidance and supervision from an intern consultant during their semester of internship.

(Registration only by permission of Graduate Committee.)

EIED 578 Seminar in Elementary Education Internship 3-6 s.h.

Consultants who are specialists in their fields will be invited to discuss with interns problems related to their intern teaching or work experience.

(Registration only by permission of Graduate Committee.)

EIED 579 Independent Study in Elementary Education 3 s.h.

Students will select one or more topics which are of critical importance in Elementary Education and will meet the staff members for independent reading, study, analysis, and evaluation.

(Registration only by permission of Graduate Committee.)

EIED 580 Seminar in Advanced Research 3 s.h.

Enrollment will be by special application only and will be limited to the advanced post-master's student. Most work will be on an individual or small seminar basis with staff and will be concerned with readings, research, and evaluation of proposed research.

ENGLISH

Craig G. Swauger, Chairman

William F. Grayburn, Director of Graduate Studies

Edward L. Anderson
William W. Betts, Jr.
Lorrie J. Bright
R. Morrison Brown
Frank T. Como
David M. Cook
Harry E. Craig
Bob J. Currey
John A. Davis
Malcolm Day
James M. DeGeorge
Donald G. Eisen
Robert W. Ensley
John R. Freund
James L. Gray

James R. Green
Richard A. Hazley
Jackson Heimer
Raymona E. Hull
Lawrence A. Ianni
Dorothy F. Lucker
Donald S. McClure
John J. McManmon
Anthony J. Nania
Margaret Omrcanin
Maurice L. Rider
Helena M. Smith
Ford H. Swigart
Raymond L. Thomas
David L. Young

A candidate for a Master's degree in English may choose a program leading to either the Master of Education or the Master of Arts. The choice will depend on the background of the candidate and his purpose in pursuing graduate study. Both programs share a common aim of increasing the candidate's knowledge of English language and literature and introducing him to the discipline of advanced study.

After a student is admitted to the graduate school he will be assigned an advisor who will consult with him about the scheduling of courses. He should apply for candidacy before 12 credits have been earned.

I. Research Requirements

Candidates for both the Master of Arts and the Master of Education degrees in English will enroll in Eng 510 (Bibliographical Methods in English — 2 hrs.), as a first or a very early course in their degree programs.

A thesis is required of all Master of Arts candidates, who will register for from 2-4 semester hours of Grad 550. The thesis proposal will be reviewed by a departmental committee assigned by the director of graduate studies. After approval, the candidate will write the thesis under the direction of his thesis committee chairman and present himself for an oral examination after it has been completed.

A Master of Education degree candidate may choose to satisfy the research requirement by a thesis under the same conditions as those for the Master of Arts degree, or he may choose to submit a Research Project — or a two-credit, non-committee thesis — approved by the Director of Graduate Research and a project chairman.

II. Subject Matter Concentration

The following list of courses will provide the content studies for programs in both the Master of Education and the Master of Arts degrees.

From this list the M.A. candidates will choose from 18-24 hours; the M.Ed. candidates will choose from 16-20 hours, depending on the options elected for research, professional studies, or related studies.

Courses numbered "600" are seminars designed for the student who has some experience in graduate study. Students working for the M.A. or M.Ed. degree are encouraged to schedule "600" courses to help meet subject-matter requirements. Seminars may be scheduled more than once, because subject matter will change with each offering of the course.

Eng	512	American English Grammar	3 s.h.
Eng	513	The English Language from the Beginnings to 1500	3 s.h.
Eng	514	The English Language since 1500	3 s.h.
Eng	515	Shakespeare I	3 s.h.
Eng	516	Shakespeare II	3 s.h.
Eng	517	Elizabethan Drama	3 s.h.
Eng	520	Old English Literature	3 s.h.
Eng	521	Modern European Fiction	3 s.h.
Eng	522	Chaucer	3 s.h.
Eng	525	The Early English Drama	3 s.h.
Eng	527	Restoration and Eighteenth Century Drama	3 s.h.
Eng	528	Milton	3 s.h.
Eng	532	Colonial American Literature	3 s.h.
Eng	534	Types of the Novel	3 s.h.
Eng	535	Criticism	3 s.h.
Eng	536	Middle English Ballads, Lyrics, and Romances	3 s.h.
Eng	537	Modern American Fiction	3 s.h.
Eng	539	The Metaphysical Poets	2 s.h.
Eng	540	Twentieth Century American Drama	3 s.h.
Eng	541	The Rise of American Regionalism	3 s.h.
Eng	543	The British Novel of the Eighteenth Century	3 s.h.
Eng	544	The Psychology of Language	3 s.h.
Eng	545	The Age of Pope	3 s.h.
Eng	546	The Age of Johnson	3 s.h.
Eng	547	Romantic Prose and Poetry	3 s.h.
Eng	548	Victorian Prose and Poetry	3 s.h.
Eng	551	Twentieth Century British Novel	3 s.h.
Eng	552	Twentieth Century British Drama	3 s.h.
Eng	553	The American Renaissance	3 s.h.
Eng	554	Contemporary American and British Poetry	3 s.h.
Eng	555	Realism in American Fiction	3 s.h.
Eng	556	Modern British Poetry	2 s.h.
Eng	557	Modern American Poetry	2 s.h.
Eng	561	Tragic Themes of Classic Drama	3 s.h.
Eng	562	Epic and Lyric Poetry of the Classical Period	3 s.h.
Eng	565	The Faust Literature	2 s.h.
Eng	567	Literary Britain	3-6 cr.
Eng	570	Major Writers: Hawthorne and Thoreau	2 s.h.
Eng	571	Major Writers: Faulkner and Hemingway	2 s.h.
Eng	572	Major Writers: Thomas Hardy	2 s.h.
Eng	573	Major Writers: Whitman	2 s.h.
Eng	574	Major Writers: Poe	2 s.h.
Eng	575	Major Writers: Henry James	2 s.h.
Eng	576	Major Writers: Joseph Conrad	2 s.h.
Eng	577	Major Writers: Emerson	2 s.h.
Eng	578	Major Writers: Edmund Spenser	2 s.h.
Eng	579	Major Writers: Alexander Pope	2 s.h.
Eng	580	Major Writers: Samuel Johnson	2 s.h.
Eng	581	Major Writers: Jonathan Swift	2 s.h.
Eng	582	Major Writers: Wordsworth and Coleridge	2 s.h.
Eng	583	Major Writers: Byron, Keats, and Shelley	2 s.h.
Eng	584	Major Writers: Tennyson and Browning	2 s.h.
Eng	585	Major Writers: Charles Dickens	2 s.h.

Related Studies

The M.A. candidate may apply a maximum of six hours in a single related field (such as history, philosophy, psychology or other areas approved by his advisor) toward satisfying his requirement of 18-24 hours of subject-matter courses (see II above).

DOCTOR OF PHILOSOPHY

The program leading to the Doctor of Philosophy degree in English and American literature is designed for those who wish to teach at the college or university level. A candidate for this degree is expected to acquire a broad knowledge in limited areas of study, and show through the completion of an acceptable dissertation the ability to conduct an independent investigation of a topic approved by the department. To become a candidate the applicant must meet all the Graduate School requirements for candidacy, as well as the special requirements of the English department. Admission to course work beyond the Master's degree does not constitute admission to candidacy for the Ph.D. program. No specific number of course credits entitles a student to the degree, but a minimum of 60 semester hours of credit, exclusive of research credits, must be earned beyond the Bachelor's degree. Applications for candidacy will be reviewed by a departmental candidacy committee after eight hours of graduate credit have been earned beyond the Master's degree and before 16 hours have been completed. The applicant must pass a written candidacy examination based on a departmental reading list. In determining whether or not an applicant should be accepted as a candidate for the degree of Doctor of Philosophy, the committee will consider his performance on the candidacy examination, his scores on the Graduate Record Examination, and his performance in course work.

The foreign language requirements for Ph.D. candidates in English must be completed before the comprehensive examination. For those candidates who do not satisfy this requirement by course work, the Education Testing Service administers examinations in French, German, Russian and Spanish. All other language examinations (and in special cases those in French, German, Russian, and Spanish) are administered by the Foreign Languages Departments of the University.

Candidates must demonstrate the capacity to teach effectively, either in the departmental teacher-internship program, or through other acceptable teaching experience. English 696 is required of all candidates.

On application for candidacy, the candidate will be assigned to a dissertation committee who will help the candidate prepare a plan of study for a comprehensive examination, which will be offered after the candidate has completed one and one-half years of study. The comprehensive examination will be taken on the recommendation of the dissertation committee near the end of course requirements and before registering for Grad 650, dissertation credits. For the comprehensive examination the candidate will be permitted to select three areas of his choice from eight areas of examination: English Linguistics; British Literature — Beginnings to 1500; Renaissance (1500-1660); Restoration and 18 Century (1660-1800); 19th Century (1800-1870); Modern British Literature (from 1870); American Literature to 1870; Modern American Literature (from 1870). At least two graduate courses are required in each of the above designated areas which he does not select for his examination.

On approval of the dissertation committee, a candidate may take as many as 15 graduate hours of course work in a minor field in support of his major research interest.

A complete description of the Ph.D. program in English can be obtained from the English Department or from the Graduate School.

Eng	586	Major Writers: D. H. Lawrence	2 s.h.
Eng	587	Major Writers: W. B. Yeats	2 s.h.
Eng	588	Major Writers: G. B. Shaw	2 s.h.
Eng	589	Major Writers: Herman Melville	2 s.h.
Eng	590	Major Writers: Mark Twain	2 s.h.
Eng	591	Major Writers: Frost and Robinson	2 s.h.
Eng	592	Major Writers: T. S. Eliot	2 s.h.
Eng	593	Major Writers: Fitzgerald and Lewis	2 s.h.
Eng	600	Seminar in British Literature to 1500	3 s.h.
Eng	610	Seminar in British Literature – Renaissance (1500-1600)	3 s.h.
Eng	620	Seminar in Shakespeare	3 s.h.
Eng	630	Seminar in British Literature – Restoration and Eighteenth Century (1600 to 1800)	3 s.h.
Eng	640	Seminar in British Literature – Nineteenth Century (to 1870)	3 s.h.
Eng	660	Seminar in Modern British Literature (from 1870)	3 s.h.
Eng	670	Seminar in American Literature to 1870	3 s.h.
Eng	680	Seminar in Modern American Literature (from 1870)	3 s.h.
Eng	690	Seminar in Literary Criticism	3 s.h.
Eng	695	Seminar in Linguistics	3 s.h.
FL	521	Language and Society	2 s.h.

III. Special M.Ed. Requirements

In addition to satisfying the general policy for admission to the Graduate School, the M.Ed. candidate must possess a Pennsylvania Teacher's Certificate in English or its equivalent from another state.

Professional Studies

The M.Ed. candidate will take from 2-6 hours from the following list of courses:

Eng	511	Seminar in the Teaching of English in the Secondary School	2 s.h.
Eng	550	Workshop in Play Production	6 s.h.
Eng	568	Teaching Composition in the Secondary School	2 s.h.
LRes	500	Seminar in Learning Resources	2 s.h.
Grad	516	Statistical Methods I	2 s.h.
SE	531	Psychology of the Exceptional Child	2 s.h.
EdPsy	580	Studies in Pupil Adjustment	2 s.h.

Foundations of Education

2 semester hours of work must be selected from the following courses:

FdEd	511	Historical Foundations of Education	2 s.h.
FdEd	512	Philosophical Foundations of Education	2 s.h.
FdEd	513	Social Foundations of Education	2 s.h.

IV. Special M.A. Requirements

Foreign Language

The candidate for the M.A. degree must show a proficiency in a single language besides English. This language may be one of the modern foreign languages or a classical language. The proficiency requirement is satisfied by acceptable undergraduate credit of 12 hours in the language or by satisfactory performance on an examination administered by the Foreign Languages Department at Indiana, or by satisfactory performance on the Graduate School Foreign Language Test, administered by Educational Testing Service.

COURSE DESCRIPTIONS

Eng 510 Bibliographical Methods in English 2 s.h.

Offers the student practical training in the special methods and materials of research in English. Required of all majors in English and should be taken early in the program. (Staff)

**Eng 511 Seminar in the Teaching of English in
the Secondary School 2 s.h.**

A seminar to explore the recent developments in the teaching of high school English. Open only to those holding a certificate to teach English. (Cook, Brown)

Eng 512 American English Grammar 3 s.h.

Treats the phonology, morphology and syntax of present-day English, with the emphasis on the latter two. The various approaches to the analysis of English syntax are treated, and detailed consideration is given to problems of dialect and standards of correctness. (Green, Ianni, Craig)

**Eng 513 The English Language from the
Beginnings to 1500 3 s.h.**

Treats the phonology, syntax and lexicon of Old English and Middle English. Facsimile texts are examined as instances of the structure of earlier forms of the English language rather than as literary accomplishments. The purpose is to acquaint the student with earlier forms of the language and to provide background for study of the prose and poetry of Old and Middle English. (Green, Ianni, Como)

Eng 514 The English Language since 1500 3 s.h.

Presents the syntax and stylistics of the English language from Early Modern English to the present. The various rhetorical styles and theories that have dominated English prose at various periods are examined by the use of exemplary texts and the reading of the works of rhetorical theorists. Theory and performance in respect to diction, figurative language and sentence stylistics will be explored. (Green, Ianni, Como)

Eng 515 Shakespeare I 3 s.h.

The material for this course is, in the main, the literary work of Shakespeare from the beginning of his career to 1600 (excluded are his early tragedies). In addition to the plays themselves (comedies and chronicles) and the scholarship on them, study is directed to the historical and theatrical influences that affected Shakespeare. (Swigart, Day, Freund)

Eng 516 Shakespeare II 3 s.h.

Concentrates primarily on Shakespeare's work from 1600 to his death, the period of the dark or problem comedies, his great tragedies and romances (his three earlier tragedies will be included). Includes advanced study in the scholarship on the plays and the Elizabethan milieu. (Swigart, Day, Freund)

Eng 517 Elizabethan Drama 3 s.h.

English drama, exclusive of Shakespeare, produced from the mid-sixteenth into the early seventeenth century. The rich variety of comedy and tragedy of the period is studied in the works of such writers as Lyly, Greene, Kyd, Marlowe, Dekker, and Jonson, against the historical and social background of the Elizabethan age. (Swigart, McClure)

Eng 520 Old English Literature 3 s.h.

Explores the literary merit of the prose and poetry of the Anglo-Saxons, the universal and particular themes which attracted Anglo-Saxon poets are examined in both epic and lyric poetry, while the prose is considered as a reflection of the cultural values that underlie the English literary tradition. The examination of

the Anglo-Saxon Literary accomplishment will include some attention to the prosody and diction of the artist, as well as a placement of that accomplishment within the framework of his times. Prerequisite: Eng 513, The English Language from the Beginnings to 1500. (Como)

Eng 521 Modern European Fiction 3 s.h.

Offers an intensive study in translation of the major fiction writers of the twentieth century exclusive of British and American. The older generation — Proust, Gide, Kafka, Mann, and Unamuno — will be studied in relation to representatives of contemporary Europe such as Camus, Malraux, and Sartre. (Lucker)

Eng 522 Chaucer 3 s.h.

The major poetical works of Geoffrey Chaucer are studied primarily as literature but with considerable emphasis upon pronunciation, versification, language, and textual problems. (Rider, Como)

Eng 525 The Early English Drama 3 s.h.

The development of the English drama from 900 to 1500, with attention to classical and indigenous influences on specific plays and types of plays, is studied. (Rider)

Eng 527 Restoration and Eighteenth Century Drama 3 s.h.

The British theatre from the Restoration period to Sheridan is studied in connection with the literary, historical, and social developments of the times.

Eng 528 Milton 3 s.h.

Provides for intensive study in the major prose and poetry of John Milton, with attention to the religious and political controversies of the seventeenth century which are reflected in Milton's work. (Thomas, Rider)

Eng 532 Colonial American Literature 3 s.h.

Provides a study of significant selections of American literature written prior to the 19th century and develops an understanding of the forces that shaped that literature and had considerable influence on a great portion of American literature that followed, down to the present time. (Cook, Omrcanin)

Eng 534 Types of the Novel 3 s.h.

Standards are established for such genres of the novel as the Historical Romance, the Novel of Ideas, the Novel of Manners, and Satiric Fantasy. English and American novels are read in several of these categories. (Ianni, Omrcanin)

Eng 535 Criticism 3 s.h.

Confronts the student with the major statements of critical theory from Aristotle onward and places them within a historical context so that the student becomes aware of the evolution of literary standards in western culture. The aims of the course are both historical and aesthetic. (Ianni, McManmon)

Eng 536 Middle English Ballads, Lyrics, and Romances 3 s.h.

The English and Scottish popular ballads and the lyrics are studied in reference to their origins, literary development, and social significance. The emphasis in the romances is upon the Arthurian legends. (Rider)

Eng 537 Modern American Fiction 3 s.h.

Trends in contemporary American fiction provide a basis for special studies in such figures as Dreiser, Anderson, Fitzgerald, Lewis, Dos Passos, and Wolfe. (Swauger, Cook, Craig)

Eng 539 The Metaphysical Poets 2 s.h.

The characteristic lyric poets of the seventeenth century from Donne to Cowley are studied in relation to changing social and political conditions. (Bright, Day)

Eng 540 Twentieth Century American Drama 3 s.h.

The contributions of the major dramatists of the twentieth century to the development of the American theater are considered. (Heimer, Young)

Eng 541 The Rise of American Regionalism 3 s.h.

Considers writers who drew their materials from the culture peculiar to a particular area. Such local colorists as Page, Harte, Harris, and Jewett are read. (Smith)

Eng 543 The British Novel of the Eighteenth Century 3 s.h.

The British novel from Defoe through Jane Austen and the Gothic school, with some attention to narrative prose fiction before the eighteenth century. (Swigart)

Eng 544 The Psychology of Language 3 s.h.

An introduction to psycholinguistics for the specialist in English. Deals with the fundamental ideas about language as a code, the acquisition of language, and the patterns of normal and aberrant human language behavior. (Green, Ianni)

Eng 545 The Age of Pope 3 s.h.

A close examination of the works of Alexander Pope and those of his contemporaries who most strongly influenced the rise of neo-classicism in England during the early 18th century. (McManmon)

Eng 546 The Age of Johnson 3 s.h.

A survey of the major literary tendencies between the death of Pope and the publication of *Lyrical Ballads*. A large portion is devoted to Johnson as a literary figure in his own right.

Eng 547 Romantic Prose and Poetry 3 s.h.

Concentrates on the revolt against the philosophic, social and aesthetic principles of the eighteenth century as it is revealed in the works of the major poets and essayists of the years 1798 to 1832. (Lucker, DeGeorge)

Eng 548 Victorian Prose and Poetry 3 s.h.

Examines the major social, political, economic, and religious issues in the works of leading poets and prose writers to 1890. (Lucker, DeGeorge, Currey)

Eng 550 Workshop in Play Production 6 s.h.

The study of various styles of production and of the principles of directing in the preparation of plays for a high school audience. Included are analyses of the script, methods of casting and rehearsal, and the technical aspects of production. The summer theater is used as a laboratory for observation and participation. One day of lecture and library work, four days of laboratory. (Ensley)

Eng 551 Twentieth Century British Novel 3 s.h.

A study of the technique and history of the novel from 1900 to the present. Such figures as Conrad, Lawrence, Foster and Joyce will be read. (Heimer, Omrcanin)

Eng 552 Twentieth Century British Drama 3 s.h.

A reading of plays from the late 19th century to the present, including such older figures as Wilde, Shaw, and Synge, and such contemporary figures as Osborne and Pinter. (Heimer)

Eng 553 The American Renaissance 3 s.h.

The works of the major writers in mid-nineteenth century America. (Grayburn, Hull, Smith)

Eng 554 Contemporary American and British Poetry 3 s.h.

Provides a close examination of American and British poetry since World War II and the chief influences on that poetry. Poets such as Lowell, Wilbur,

Roethke, Larkin, and Hughes will receive particular attention, but much of the study will be directed toward particular "schools": the confessional poets, the "projectivists," the advocates of the "subjective image," the "beats," with the intention of understanding their purposes and their theories of form and idiom.

Eng 555 Realism in American Fiction 3 s.h.

Examines the masterpieces of American realistic fiction from the late Romanticists through Mark Twain and to literary Naturalism. (Grayburn)

Eng 556 Modern British Poetry 2 s.h.

Provides a close examination of major twentieth century British poets: Hardy, Hopkins, Yeats, Owen, Auden, Spender. (Betts, Heimer)

Eng 557 Modern American Poetry 2 s.h.

Provides an intensive critical examination of the major twentieth century American poets from Eliot to the present. (Bright, Heimer, Betts)

Eng 561 Tragic Themes of Classic Drama 3 s.h.

A study of the structure and themes of the extant tragedies of Greece and Rome, together with the dramatic criticism of the two periods. (Hull)

Eng 562 Epic and Lyric Poetry of the Classical Period 3 s.h.

A study of the Iliad, and Odyssey, and the Aeneid, together with major writers of Greek and Roman lyric poetry. (Hull)

Eng 565 The Faust Literature 2 s.h.

A close study of the Faust tradition in literature and music, with major attention to Marlowe, Goethe, and Gounod. (Betts)

Eng 567 Literary Britain 3 or 6 s.h.

A three- or six-weeks tour of major sites important to English literature. The specific itinerary varies from year to year but always includes London, Stratford, and Cambridge.

Eng 568 Teaching Composition in the Secondary School 2 s.h.

The aim is to help secondary school English teachers become better writers themselves and better critics of writing. Deals mainly with expository prose. Short essays will be written which the instructor will analyze and criticize for revision. Rhetorical analyses will be made of selections of prose by professional writers (Staff)

Eng 570 Major Writers: Hawthorne and Thoreau 2 s.h.

Non-fictional prose of Thoreau compared with Hawthorne's short stories and major novels. (Hull)

Eng 571 Major Writers: Faulkner and Hemingway 2 s.h.

Considers the novels and short stories of William Faulkner and Ernest Hemingway, with attention to each writer's influence on modern fiction. (Swauger)

Eng 572 Major Writers: Thomas Hardy 2 s.h.

Special studies are conducted in the poetry and fiction of a major writer of the late nineteenth century. (Betts)

Eng 573 Major Writers: Whitman 2 s.h.

Students study Leaves of Grass extensively to comprehend its unity of theme and structure, doing detailed analyses of major poems. Whitman's essays which best give insight into his poetical theory and social/political thought are also read. (Smith, Cook)

Eng 574 Major Writers: Poe 2 s.h.

A study of Poe's poetry, fiction; and literary criticism. (Hull, Grayburn)

Eng 575 Major Writers: Henry James 2 s.h.

Provides for extensive and analytical reading of short stories, novels and criticism of Henry James with attention to his influence on modern fiction as craftsman and critic. (Omrcanin)

Eng 576 Major Writers: Joseph Conrad 2 s.h.

Study is concentrated in the seven major novels and in a variety of the short stories of Conrad. (Betts, Heimer)

Eng 577 Major Writers: Emerson 2 s.h.

Emphasis is on the major prose and poetry of Ralph Waldo Emerson, with attention given to other writers of the Concord group. (Grayburn)

Eng 578 Major Writers: Edmund Spenser 2 s.h.

While this course focuses primarily on Spenser's major works — *The Shepherds Calendar*, *The Amoretti*, *The Epithalamion* and *Prothalamion*, *The Faerie Queen*, and *The Mutabilitie Cantos* — Spenser's unique position as the pre-eminent non-dramatic poet of the English Renaissance necessitates some study of both the Classical and Continental backgrounds of his work and his germinal importance to subsequent English poetry.

Eng 579 Major Writers: Alexander Pope 2 s.h.

Studies in the major work of Pope in such forms as the pastoral, the Horatian epistle, the verse essay, and the mock heroic. (McManmon)

Eng 580 Major Writers: Samuel Johnson 2 s.h.

Studies in Johnson as poet, essayist, novelist, dramatist, critic, biographer, lexicographer, and editor.

Eng 581 Major Writers: Jonathan Swift 2 s.h.

Examines Swift as both Tory and satirist through a study of the major satires.

Eng 582 Major Writers: Wordsworth and Coleridge 2 s.h.

A close analysis of significant poems by the early Romantics and of critical commentary on their works. (Lucker, DeGeorge)

Eng 583 Major Writers: Byron, Keats, and Shelley 2 s.h.

The Romantic characteristics shared by these three poets, as well as the distinguishing characteristics of each writer, are examined by means of close analysis of significant poems. (Lucker, DeGeorge)

Eng 584 Major Writers: Tennyson and Browning 2 s.h.

Tennyson and Browning, as they offer a contrast in poetic styles, provide a study in both lyric and dramatic poetry and in the Romantic mode and the modern technique. (Betts)

Eng 585 Major Writers: Charles Dickens 2 s.h.

A study of the major novels by Dickens as they reflect the social problems of the age. (Curey)

Eng 586 Major Writers: D. H. Lawrence 2 s.h.

A study of the author as creator of fiction, poet and critic. (Heimer)

Eng 587 Major Writers: W. B. Yeats 2 s.h.

A study of the works, especially the poetry, of a leading Irish literary figure. (Betts, Heimer)

Eng 588 Major Writers: G. B. Shaw 2 s.h.

A study of the plays and other writings of a prominent and influential dramatist.

Eng 589 Major Writers: Herman Melville 2 s.h.
The many facets of Melville's prose, fiction and non-fiction, with major emphasis on Moby Dick. (Hull, Gray)

Eng 590 Major Writers: Mark Twain 2 s.h.
Students read representative books from the various categories of Twain's work: autobiography, travel, historical romances, social criticism, and light fiction. Detailed critical study is given the more significant novels. (Smith, Grayburn)

Eng 591 Major Writers: Frost and Robinson 2 s.h.
Studies in the lyric and narrative poetry of E. A. Robinson and Robert Frost. (Betts)

Eng 592 Major Writers: T. S. Eliot 2 s.h.
Studies in the work of T. S. Eliot: the plays, the poetry, the criticism, the nature and extent of his influence. (Betts, McManmon)

Eng 593 Major Writers: Fitzgerald and Lewis 2 s.h.
Study of both primary and secondary sources that reveal these two writers as shaped by and shaping the American 1920's. Emphasis will be placed on the writing they did during this period, although their other work will be considered as well. (Cook)

Eng 600 Seminar in British Literature to 1500 3 s.h.
For advanced graduate students who need either extensive or intensive study in an area not treated by an existing course in the Anglo-Saxon or Middle English period. Subject areas covered by this seminar will be announced in advance each time the course is offered. Prerequisite: At least one graduate course in Old or Middle English. (Como)

Eng 610 Seminar in British Literature — Renaissance (1500 to 1660) 3 s.h.
For advanced graduate students who wish to make an intensive or extensive investigation of an area of the English Renaissance that is not currently treated in course work. The subject for each seminar will be announced in advance of registration. Prerequisite: At least one graduate course in the English Renaissance. (Day, Rider, Thomas)

Eng 620 Seminar in Shakespeare 3 s.h.
Students are urged to pursue special problems of particular interest in Shakespeare studies. (Prior study in the field is a valuable prerequisite for the course.) Students prepare papers which they read and defend before their colleagues. The emphasis is on individual study and research in primary and secondary sources.

Eng 630 Seminar in British Literature — Restoration and Eighteenth Century (1660 to 1800) 3 s.h.
Offers students the chance to pursue special areas of interest within the rich and varied literature of the period. The course, as it is given in different semesters with different teachers, will have changing content and emphases.

Eng 640 Seminar in British Literature — Nineteenth Century (to 1870) 3 s.h.
This course, for advanced graduate students, provides for independent study in depth of some of the major Romantic and Victorian literary figures. Prerequisite: Either a graduate or an undergraduate course in the period.

Eng 660 Seminar in Modern British Literature (from 1870) 3 s.h.
Seminars in Modern British Literature study in detail figures, movements, or genres within the span of 1870 to the present. After an introductory lecture, class sessions are devoted to the reading and critical discussion of seminar members' papers.

Eng 670 Seminar in American Literature to 1870 3 s.h.

A seminar for advanced students in American literature, covering works of major writers in such areas as the Puritan period, the early republic, the Romanticists, and other phases of American literature up to and including the Civil War. Prerequisites: Either course work in American literature to 1870 on the master's level, or an undergraduate course in American literature, plus sufficient individual reading on the part of the student to compensate for inadequate formal course work.

Eng 680 Seminar in Modern American Literature (from 1870) 3 s.h.

A seminar for advanced students, to provide for research and study in depth of selected writers and movements of this period. Research will center upon such subjects as the following: a particular author or group of authors; a literary genre, a literary movement; a restricted period of time, etc.

Eng 690 Seminar in Literary Criticism 3 s.h.

The purpose is to produce through independent study a paper on the aesthetics of literary expression. The student investigates theories of literature as expressed by the great critics from Aristotle to the present. In the paper he can either formulate and attempt to validate some original hypothesis of his own about the nature of literature or explore the labors of some critics or critics in applying their principles to the judgment of literature. The course provides a framework for the specialist in literature to do historical and theoretical research in literature as art. (Ianni)

Eng 695 Seminar in Linguistics 3 s.h.

Includes topics on the phonology, grammar, and semantics of English past and present, to provide the stimulus for independent study in depth on some specific topic regarding the nature of the English language. Prerequisites: Eng 544, The Psychology of Language and Eng 512, American English Grammar. (Green, Ianni, Como)

Eng 696 Seminar in the Teaching of College English 3 s.h.

Examines the various professional and pedagogical aspects of teaching college English as revealed by current practices and the changes suggested by research. Study is made of materials and techniques of teaching freshman composition, advanced composition, and introductory literature, as well as upper level courses. Topics for discussion include participation in professional societies and the administration of college English departments. Required of doctoral candidates. (Staff)

FOUNDATIONS OF EDUCATION

Gerard C. Penta, Chairman

Don-Chean Chu
John E. Merryman
David E. Rotigel

William E. Salesses
Eugene F. Thibadeau
Harold J. Youcis

Cooperating Staff - John M. Felice

The Foundations of Education Department seeks to expose its students to a systematic inquiry into educational theories and practices through a philosophical, sociological, historical, and comparative analysis. Foundations study generates criteria for judgment and helps to formulate a Gestalt of various subjects. It also helps to develop an integral and cross-sectional view of education, while augmenting the construction, clarification, and evaluation of educational goals necessary for the development of effective methods of instruction. It broadens perspectives and deepens analyses of policies and programs which help educational personnel find meaning and value in all educational activities. Furthermore, foundations study cultivates a perceptive mind, develops deeper thinking, generates ideas, and helps develop a deeper conviction in education.

COURSE DESCRIPTIONS

FdEd 511 Historical Foundations of Education 2 s.h.

A study of the historical development of American education. European influences of the philosophies and practices of American schools will serve as a background for the course. Emphasis will be placed on the development of education in America as influenced by various individuals and schools of thought. Historical trends will be related to current problems and practices in education.

FdEd 512 Philosophical Foundations of Education 2 s.h.

This course is designed to analyze and evaluate the basic philosophies and their impacts upon education. The nature, value, means and ends of education and some other fundamental phases of schooling will be thoroughly examined. Stresses will be placed upon the essentials enhancing an individual working philosophy of education; the basic ideas heightening a sound philosophy for American schools will also be emphasized.

FdEd 513 Social Foundations of Education 2 s.h.

This course will deal with those social and cultural forces which influence education and the ways in which education has been affected by them. Particular stress will be placed upon current problems as they relate to the entire educational system and to curricular problems and practices in today's schools.

FdEd 514 Comparative Foundations of Education 2 s.h.

The educational theories and practices in different nations will be studied. The educational purposes, curriculum, methods, administration, school system, teacher education, and other educational features in America and those in other nations, will be analyzed, evaluated and compared.

FdEd 515 Decision-Making in Curriculum Development 2 s.h.

Analysis of philosophical, sociological, and psychological basis for the creation of curricular patterns, K-14. Includes utilization of technological devices, a critical examination of basic concepts underlying the determination of objectives, the selection and organization of subject matter and of learning experiences in general. Current curriculum research will be analyzed, as will existing instructional materials and programs.

FdEd 516 Professional Negotiations in Education 3 s.h.

The express objective of the course is to study the dimension of the professional negotiations process in the educational sector. The instructional tools will be case studies, lecture-discussion and reading assignments. The guidelines of public policy affecting public employer-employee relations will also be evaluated and analyzed.

FdEd 599 International Education Studies Program 3 s.h.

A travel-seminar conducted in a foreign country and designed to afford educators and students of education the opportunity to investigate the teaching-learning process in cultural settings other than their own. Particular attention will be paid to such current educational issues as theories of curriculum development, methodology, teacher education, and changing value systems.

GEOGRAPHY

Thomas G. Gault, Chairman

Maurice M. Zacur, Director of Graduate Studies

Donald J. Ballas
Noland R. Heiden
Gopal S. Kulkarni
Isadore R. Lenglet
Arthur Miller
Vincent P. Miller, Jr.

James E. Payne
Leonard P. Tepper
Ruth I. Walters
Charles E. Weber
David C. Winslow

The pursuit of a Master's Degree with a major in Geography presupposes that certain courses have been completed in the undergraduate geography major. The department will accept applicants with limited background in Geography provided deficiencies be remedied through extra course work or a personal reading program.

The Department invites students with a limited geography background to extend their general education through enrollment in geography courses. Students in Elementary, Social Science, Science, or Business may find Geography courses closely related to their fields.

The degree which a student should pursue will depend upon the personal objectives of the individual. The Master of Education (M.Ed.) degree is professionally oriented toward teaching as a career.

The Master of Arts and Master of Science degrees are designed with knowledge of subject matter as the objective rather than application to professional use. Although these degrees are complete programs they also are designed as preparation for further study toward the doctorate. The Master of Arts and Master of Science degree differ both in their programs and in the background required.

The Master of Arts degree is structured for the student who is interested in the human, economic, and urban development of earth space.

A Master of Arts degree in Social Science may be taken with a major in Geography with a goal of Community College teaching. (See special program under Social Science, page 199.)

The Master of Science degree is planned for the student with a mathematics and science background who is interested in the study of the physical factors in environment.

A student working for the Master's Degree in Geography shall demonstrate competence in a core program of 10 credits. The competence shall involve a knowledge of content as well as mature judgment and interpretation.

In addition to a core program, students select a concentration of 10 credits in geography. Courses related to the concentration, approved by the adviser, may be taken outside the department.

Further, each degree candidate must complete the research requirement as established by the Graduate Council. The candidate may meet this requirement by a thesis or written project.

The student completes 30 credits in accordance with the following divisions:

- I. Subject Matter Concentration 20-24 s.h.
 - A. Core (required)* 6-8 s.h.

Geog 594	Field Techniques in Geog & Planning	.....	2 s.h.
Geog 589	Cartography	.....	2-3 s.h.

Geog 591 Geographic Thought and Philosophy* 2-3 s.h.

M.Ed. candidates may take Grad 515, Elements of Research, in lieu of Geog 592, with special permission.

*If these have been taken at undergraduate level, additional courses will be elected with departmental consent.

B. Student Interest (as approved by advisor) 10-14 s.h.

1. M.Ed. 10-14 s.h. of geography.
2. M.A. 10-14 s.h. of geography: Human, Economic, Urban/Regional Planning.
3. M.S. 10-14 s.h. of physical geography and/or Geo-Science.

II. Related Studies 6-10 s.h.

Courses within and outside the department taken to strengthen the concentration as approved by adviser.

1. M.Ed. take 2 s.h. from each of three categories below:
 - a. Grad 516 or 517 Statistical Methods *or* graduate course in Learning Resources 2 s.h.
 - b. FdEd 511, 512, 513 Historical, Philosophical *or* Social Foundations of Education 2 s.h.
 - c. Geog 511 Professional Problems in Geography Ed. *or* an approved Psychology course 2 s.h.
2. M.A. take 6-10 s.h. of related Social Science and/or Geography.
3. M.S. take 6-10 s.h. of related Geo-Science and/or Geography.

III. Research (in addition to core program) 0-4 s.h.

- | | | |
|----------|--|----------|
| Grad 550 | Thesis | 2-4 s.h. |
| | or Project | 2-4 s.h. |
| Geog 592 | Elements of Research in Geography & Planning | 3 s.h. |

COURSE DESCRIPTIONS

Geog 510 Seminar in Community College Teaching 2 s.h.

Students consider the goals and objectives of general education and the discipline. Various course organizations as well as materials, methods and teaching techniques will be examined. Opportunity to participate in classroom planning, teaching, and evaluation will be available.

Geog 554 Contemporary Geography Issues 2-6 s.h.

Geographic analysis of contemporary issues. Topics will vary with interest and needs of students and staff available. Topics may be such as: Geography of Disease, Urban Environment, Geography of Egyptian-Israeli Conflict. Student is limited to 6 s.h. for this course.

Geog 512 Settlement Geography 2-3 s.h.

Study of settlement patterns and processes: Origins, diffusion, classification, pioneer settlement, settlement planning, and agricultural colonization. Includes urban settlement but will stress smaller settlements.

Geog 513 Population Geography 2-3 s.h.

Variations in numbers, characteristics and dynamics of human population, models and theoretical constructs relevant to demographic structures and processes in a spatial context; and major problems related to urbanization are discussed and evaluated.

Geog 514 Quantitative Techniques for Geography and Planning 2 s.h.

Descriptive and inferential statistical techniques applied to spatial distribution and spatial association of physical and cultural phenomena and testing

of spatial theoretical constructs.

Geog 555 Historical Geography of Cities and City Planning 2-3 s.h.

Examines the process of city planning during the ancient, medieval, renaissance periods, and a review of early planning in America, as well as present city planning. Open to all graduate students. (Lenglet, Warren)

Geog 556 General City and Regional Planning 2-3 s.h.

Examines four phases involved in preparation of a community plan. Items such as land use, natural resources, topography, soils, geology, climate, and drainage are utilized in a general comprehensive plan. Prerequisite: Geog 516 or equivalent. (Lenglet, Warren)

Geog 557 Urban Design 2-3 s.h.

Offers students opportunity to work with various concepts of city and subdivision design utilizing the effects of topography, natural resources, and other physical elements upon urban design. Prerequisite: Geog 517 or equivalent. (Lenglet, Warren)

Geog 558 Urban Planning Basic Studies and Analysis 2-3 s.h.

Research, analytical design and plan-making techniques in urban and regional planning. Examines basic items necessary to prepare urban and regional comprehensive plans. Prerequisite: Geog 517 or equivalent. (Lenglet, Warren)

Geog 520 Physical Geography 2 s.h.

Study of development, classification distribution and interpretation of: landforms, climates, soils, natural vegetation, underground resources, and water resources. Interrelationships in the physical environment are studied to understand the earth as home of man. (Payne)

Geog 521 Advanced Human Geography (non-majors) 2 s.h.

Designed as a refresher course in geography for the non-geography major. Both systematic and regional studies will be made to acquaint the student with modern geography methods and techniques. (Gault, Ballas)

Geog 522 Aerospace Science (non-majors) 2-3 s.h.

Workshop conducted with visiting aerospace authorities on: space environment; history of flight; flight problems; satellites; space probes; space exploration; etc. A bibliography for elementary and secondary levels is provided. (Winslow)

Geog 523 Urban Geography 2-3 s.h.

An analysis is made of city types, patterns and functions as influenced by geographic conditions and other factors. City planning techniques and field study are utilized. (Winslow, Kulkarni)

Geog 524 Cultural Geography 2 s.h.

A study of the literature and methods of cultural geography. Topics to be studied include population, settlements, human ecology, culture areas, and related features. Individual study, analysis and reports will be stressed in addition to lecture. (Ballas)

Geog 525-540 Geography Regional Seminar ea. 2-3 s.h.

Each region is examined in detail for soil, topography, climate, vegetation, population, and the interrelationships evolved. Stress is placed on individual study and class discussion rather than lectures. Only two are allowed toward M.A. degree.

Geog 525 Africa, South of Sahara (Ballas)

Geog 526 India, Pakistan, and Indo-Chinese Peninsula (Weber, Kulkarni)

Geog 527 Mexico, Middle American and West Indian Islands (Winslow, Shirey)

Geog 528 South America (Winslow, Shirey)

Geog 530 U. S. S. R. (Zacur)

Geog 531 Northwestern Europe (Miller)

Geog 534 China, Korea, and Japan (Weber)

Geog 535 Australia and Pacific Islands (Anderzhon)

Geog 540 Geography of Pennsylvania (Zacur)

Geog 541 Agricultural Geography 2-3 s.h.

World Agriculture patterns are the core of this course. Specific problems will be studied in view of both the countries involved and world environment. Stress will be placed upon individual study and research as well as classroom lecture. (Gault)

Geog 542 Industrial Geography 2-3 s.h.

Resources useful in the manufacturing process will be studied both as to their location and their place in the international exchange patterns of the world. Individual problems will be the core of the course placing great emphasis on research and reading. (Winslow)

Geog 550A, B, C Geographic Readings in Geography 2-6 s.h.

Geographic readings may be taken either as individual study or in group study. Readings may be either to gain breadth of geographic knowledge or depth in a particular segment of geography. (Staff)

Geog 551 Professional Problems in Geographic Education 2-3 s.h.

Classroom problems and discussion centered about "New Viewpoints in Geography" constitute the core of this course: Individual reports, group discussion and research will constitute the principal methods of presentation. (Anderzhon)

Geog 552 Seminar in World Resources 2-3 s.h.

Exploitation and utilization of World Resources i.e.: agriculture, mineral, forest, fish, etc. Problems of energy utilization, food distribution, population growth, regional planning, factory location, conservation measures are treated. (Weber)

Geog 553 Political Geography 2-3 s.h.

Geographic factors and conditions are analyzed as they relate to the character and function of states. Political institutions are evaluated in light of geographic conditions. Emphasis is given to the great world powers and geopolitical thought. (Miller)

Geog 560 Urban Planning Seminar 2-3 s.h.

Deals primarily with various plans and planning proposals necessary to prepare an urban or regional plan. This will include Future Land Use Plan, Community Facilities and Public Utility Plans, and Traffic and Circulation. Prerequisite: Geog 517 or equivalent. (Lenglet, Warren)

Geog 561 Urban Plan Implementation 2-3 s.h.

Considers zoning, improvement programs, housing codes, building codes, methodology and application of administrative procedures, Federal and Local Urban Renewal Programs, site selection, program administration. Prerequisite: Geog 517 or equivalent.

Geog 573 Climatology 2-3 s.h.

Dynamic and physical aspects of climatology. Topics covered: heat and water budget; principles of climatic classification; Koppen, Thornthwaite; paleo-climates; regional climates of the continents; microclimates; statistical and mathematical models.

Geog 588 Physiography (United States) 2-3 s.h.

Presents a detailed study of the origin, classification, and structure of mountains, plains, coast lines, rivers, lakes, and subsequent modification by glaciers, stream erosion, wind abrasion, tides and ocean waves. (Payne)

Geog 589 Cartography 2-3 s.h.

Develops ability to map and diagram place location, areal distribution, and statistical data in thesis or professional papers. Special maps, charts, and diagrams will be considered as required by individual student. (Payne)

Geog 590 Maps and Photographic Interpretation 2-3 s.h.

Designed to develop skill in extracting information and to synthesize data from maps and aerial photographs into geographic relationships related to geology, economy, land use, transportation, or strategic use. (Payne)

Geog 591 Geographic Thought and Philosophy 2-3 s.h.

Seminar in the history of the discipline, great ideas of geography, leading professionals, and unresolved issues. (Staff)

Geog 592 Elements of Research for Geog. and Planning 3 s.h.

The elements and techniques of scientific research, as applied to geography problems, are studied. A proposal thesis topic is developed.

Geog 594 Field Techniques for Geography and Planning 2-3 s.h.

Field Techniques are discussed and evaluated. Field tools and techniques are used in the study of a specific area. Emphasis is upon skill and interpretation of aeral patterns of geographic phenomena. (Staff)

Geog 595 Regional Field Studies 2-3 s.h.

Field observation and analysis of geographical relationships which exist between various physical and cultural phenomena. The student must secure department permission prior to field work.

Geog 599 Supervised Internship Teaching Experience 0-2 s.h.

Supervised teaching experience at the graduate level with stress on new materials and innovative teaching techniques. Open only to students who have completed eight credits of graduate work and have a teaching position. (Staff)

GEOSCIENCE

Walter H. Granata, Jr., Chairman

Joseph C. Clark
Frank W. Hall, II
Frederick R. Park

Paul A. Prince
Connie J. Sutton

The geoscience department embraces several areas of study related to the earth, its structure, and its environment; specifically astronomy, geology, meteorology, and oceanography. The department participates in the Marine Science Consortium operated jointly with nine other Pennsylvania Institutions at Lewes, Delaware. Graduate courses offered by the Consortium have the same acceptance as those taken on campus. Courses taken under descriptions in the Indiana University of Pennsylvania catalog, with tuition paid to Indiana, are treated as in-resident courses but those taken under other descriptions are subject to the same limitations of all transferred credits.

An M.A. degree in Geoscience was submitted to the Graduate Council in the Spring of 1973 and approval is anticipated. The curriculum for the proposed program is included in the next section along with the curriculum for the M.Ed. in Science which we will continue to administer.

CURRICULUM FOR MASTER OF EDUCATION DEGREE IN SCIENCE

Students working for this degree with a major in Science will complete the 30 semester hours of work in accordance with the following divisions:

- I. Subject Matter Concentration Area — 14-22 semester hours of work in subject matter content is to be selected from the various courses in the areas of Biology, Chemistry, Geoscience, and Physics at the discretion of the candidate's adviser. Courses from the Geoscience Department which may be elected to fulfill this requirement are found listed under the heading of course descriptions.

- II. Professional Studies — 4-10 semester hours of work, including Research Paper or the Thesis, to be selected from the following:

Grad	516	Statistical Methods I	2 s.h.
Grad	550	Thesis	2-4 s.h.
LRes	500	Seminar in Learning Resources	2 s.h.
SE	531	Psychology of the Exceptional Child	2 s.h.
EdPsy	580	Studies in Pupil Adjustment	2 s.h.

- III. Foundations of Education — 2 semester hours of work to be selected from the following courses:

FdEd	511	Historical Foundations of Education	2 s.h.
FdEd	512	Philosophical Foundations of Education	2 s.h.
FdEd	513	Social Foundations of Education	2 s.h.

- IV. Research Techniques — the following course is required. It should be scheduled early in the student's program:

Grad	515	Elements of Research	2 s.h.
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In certain courses in the science department, additional laboratory time may be required beyond the regularly scheduled periods. Students who select a four-credit sequence are required to complete the sequence.

In certain courses in the science department, additional laboratory time may be required beyond the regularly scheduled periods. Students who select a four-credit sequence are required to complete the sequence.

PROPOSED CURRICULUM FOR MASTER OF ARTS DEGREE IN GEOSCIENCE

I. Qualifications of Entering Student

A. Bachelors degree in Education.

Minimum undergraduate requirements would include a total of 16 credit hours of science and mathematics. The mathematics should include a calculus course.

B. Bachelors degree with science or mathematics concentrate.

Undergraduate education course deficiencies will have to be filled for those anticipating a teaching career.

II. Required Core of courses in each subject area

A. Geology	3 cr.	GS 502	Principles of Geology
Oceanography	4 cr.	GS 561	Physical Oceanography I
		GS 562	Physical Oceanography II
Meteorology	4 cr.	GS 571	Meteorology I
		GS 572	Meteorology II
Astronomy	4 cr.	GS 541	Solar Systems
		GS 542	The Sidereal Universe

B. Each of the above disciplines may be satisfied by one of the following:

1. 7-9 week summer institute approved by the adviser and restricted to one of the above disciplines.
2. one year undergraduate or graduate training in one of the subject areas.
3. 3-4 credit core courses in Geoscience Department.

III. Requirements in Addition to Core (A+C or B+C)

A. One complimentary science course — 2 credits from the following list.

Geog.	589	Cartography
Geog.	590	Maps and Photographic Interpretation
Sci.	575	The Growth of Science and Its Concepts I
Sci.	576	The Growth of Science and Its Concepts II
Bio.	548	Plant Ecology
Bio.	551	Taxonomy of Plants
Bio.	553	Principles of Animal Taxonomy
Bio.	556	Animal Ecology

OR

B. Evolution of Earth Science Thinking — 2 credits (New Course)

AND

C. Seminar minimum 1 semester — 1 credit

IV. Electives

A. Departmental consent required for any course work taken.

B. Geoscience Department offerings:

1. Oceanography

- a. Courses available at the Consortium, Marine Science 500, 3 cr.

2. Astronomy

- a. Astronomy, one level above core
- b. Operation of the Planetarium

3. Geology

- | | | | |
|-------------|-----------------------|-------------|-----------------|
| a. GS 507 | Life of Geologic Past | g. Geol 521 | Mineralogy |
| b. GS 505 | Earth Materials | h. Geol 522 | Petrology |
| c. GS 506 | Earth Deformation | i. Geol 524 | Glacial Geology |
| d. Geol 510 | Pa. Geology | j. Geol 527 | Geomorphology |

- e. Geol 518 Econ. Mineral Deposits
- f. Geol 520 Crystallography
- k. Geol 530 Paleontology
- 4. a. Problems in Geoscience
- b. Field and Laboratory Investigations in Geoscience
- c. Curriculum Materials in Geoscience
- d. Thesis Research

V. Summary

Core Courses

Oceanography	4 Cr.
Meteorology	4 Cr.
Astronomy	4 Cr.
Geology	3 Cr.

SUB TOTAL 15 Cr.

Additional Required Courses

Interdisciplinary course
or

Earth Science Thinking	2 Cr.
Seminar	1 Cr.

SUB TOTAL 3 Cr.

Optional courses

Thesis	6 Cr.
Elements of Research	4 Cr.
	2 Cr.

SUB TOTAL 12 Cr.

TOTAL 30 Cr. minimum requirement

COURSE DESCRIPTIONS

Geos 503 Earth Processes 3 s.h.

A study of the processes operating on the crust of the earth in the present and in the geologic past. Emphasis will be upon formation, alteration, transportation and distortion of the materials making up the known portion of the earth.

Geos 504 Earth History 3 s.h.

Designed to present to the student an understanding both of the underlying principles used in deciphering earth history as well as the geologic development of North America through geologic time.

Geos 505 Earth Materials 2 s.h.

A study of the concentration of elements which make up the earth, the formation of stable compounds called minerals from the available elements and the aggregation of minerals to form rocks.

Geos 506 Earth Deformation 2 s.h.

Study of the deformation structures of the earth's crust and the principles and processes involved in their genesis.

Geos 507 Life of the Geologic Past 2 s.h.

Designed to acquaint students with the basic morphologic features of invertebrate fossils and an understanding of their relative abundance and importance in the geologic past.

Geol 519 Crystallography 2 s.h.

Designed for the geologist, chemist, and physicist. Minerals are studied utilizing common field and X-ray notation. External and internal morphology is

examined. Stereographic projection techniques are applied. Prerequisites: Fundamentals of Mathematics, plus Mineralogy or Physical Chemistry, or permission of instructor.

Geol 520 Pennsylvania Geology 2 s.h.

The study of basic geologic materials, principles and processes as exemplified by the Commonwealth of Pennsylvania. Pennsylvania is characterized by a classic geosynclinal mountain range which illustrates rock types, structures and geomorphic development which are likely to be encountered in many regions. Hence, the course will broaden the student's background in generally applicable geologic principles as well as develop a working knowledge of the particulars of Pennsylvania geology, which would be especially advantageous to Earth Science teachers in Pennsylvania and neighboring states.

Geol 521 Mineralogy 2 s.h.

A workshop in the study of and identification of minerals, the theory of mineral formation and structure, and mineral relationships. Simple chemical and physical techniques will be used for mineral identification. Prerequisite: Physical Geology or General Chemistry.

Geol 522 Petrology 2 s.h.

A study of rock phyla and their chemical and spatial relationships in the earth. Special attention is given to the genesis, mineral composition, and classification of the rock types. The ecology of igneous, sedimentary, and metamorphic rocks is studied in detail. Prerequisite: Mineralogy.

Geol 524 Glacial Geology 2 s.h.

A study of the phenomenon of glaciation, including the study of glacial movement, glacial deposits, and an investigation of possible causes of glaciation. A working acquaintance with glacial land forms is provided by means of field trips to the glaciated region of N. W. Pennsylvania.

Geol 527 Geomorphology 2 s.h.

A study of landforms and the processes and principles that govern both their origin and their subsequent development. Prerequisite: Structural Geology.

Geol 530 Invertebrate Paleontology 2 s.h.

A morphological study of the major invertebrate life forms of the geologic past and their distribution in space and time. Prerequisite: Historical Geology or Zoology.

Geol 535 Economic Mineral Deposits 2 s.h.

In the light of today's industrial society and the current interest in earth environment and ecology, a knowledge of the earth's mineral resources is not only highly advantageous, it is practically a necessity particularly for a competent earth science teacher or a student of the environmental sciences. This course deals with the study of economic mineral deposits, both metallic and nonmetallic, with regard to processes of formation, methods of extraction (such as mining; drilling methods), methods of treatments and uses.

Geos 541 The Solar System 2 s.h.

A study of the characteristics and behavior of the planets and their satellites, asteroids, meteors, comets, and other phenomena of the solar system. One of the major topics will be to investigate and criticize several of the theories of its origin. It will require some treatment of celestial mechanics but will not require a background of calculus.

Geos 542 The Sidereal Universe 2 s.h.

A study of the characteristics and classification of the stars, their assemblage in groups and galaxies and their evolution. Techniques of gathering data are examined to gain an understanding of the role of the telescope, spectroscope and

photometer in astronomical research. Laboratory exercises and night observations are a part of the course. Credit will be given only to those for whom the course represents an area of study for which credit has not previously been recorded.

Geos 550 Operation of the Planetarium 1-2 s.h.

Designed to give directed study in the use and operation of the Spitz planetarium. The student will learn to: (1) select and present topics of astronomy for various educational levels through the medium of the planetarium, (2) make planetary setting adjustments of the instruments, (3) perform minor maintenance of the instrument, and (4) coordinate all aspects of program and instrument capability in the presentation of classroom instruction and public planetarium shows. Either an instructional program or a show for a public group will demonstrate accomplishment of the above objectives. Prerequisites: Minimum of one previous year of study in astronomy including both the Solar Family and Sidereal Universe or ability to demonstrate a comparable proficiency by examination.

Geos 561-562 Oceanography I and II 2-4 s.h.

An introduction to the physical, chemical, biological and geological nature of the ocean. Physical properties, distribution of variables, mass and energy budgets. Water masses and their circulation T-S diagrams. Dynamical aspects of waves, tides, and currents. Common instruments in use. Elementary discussion of primary production, basic chemical reactions, and the primary geological features of the sea floor. Oceanography I is a prerequisite to Oceanography II. Both courses require a five day field trip to the Pennsylvania Consortium of Marine Science field station at Lewes, Delaware. Lectures, readings, term paper, laboratory and field trip. Permission of instructor required for course registration.

Geos 571 Meteorology 2 s.h.

Basic and advanced considerations of the physical processes of the atmosphere. Basic parameters. Common instruments in use. Composition and structure of the atmosphere. Heat budget. Radiation laws, stability characteristics, isentropic analysis, cloud and rain physics. Circulation patterns, storm structures and atmospheric electricity. Lectures, readings, term paper, laboratory. Permission of instructor required for course registration.

Geos 581 Problems in Geoscience 1-2 s.h.

Designed to provide the student with an opportunity to study an area of astronomy, geology, meteorology, or oceanography not available in regular course offerings. The topic of study will be selected in consultation with one's major adviser to enhance the student's avowed program.

Geos 591 Field & Laboratory Investigations in Geoscience 1-4 s.h.

Provides the opportunity for doing laboratory or field research in an assigned area of astronomy, geology, meteorology or oceanography. The problem will be defined and evaluated in consultation with the student's major adviser and the professor guiding the particular study. A maximum of four credits may be earned in the master's program and might be taken in segments or as one larger study. A written report summarizing the background information, research activity, and results will terminate each course requirement.

HEALTH AND PHYSICAL EDUCATION

C. A. Godlasky, Chairman

John Chellman, Dean, School of Health Services

Charles A. Godlasky

Eugene E. Lepley

Edward Mileff

Edward L. Sloniger

Louis Sutton

Lawrence R. Tucker

COURSE DESCRIPTIONS

HP 521 Advanced Seminar in Health and Safety 2 s.h.

Provides the student with current health and safety information and defines its relation to the needs of the school child, the home, the community, and the school. Emphasizes the application of health and safety instruction to the modern principles of education, and provides concrete materials to help plan and implement an effective health and safety instructional program. The course is geared toward the particular health and safety problems that relate to the students in the class.

Credit for this seminar may be used in the general studies area of the elementary curriculum and, subject to the approval of the department chairman or program adviser, as an elective in all other programs. (Tucker)

HP 530 Workshop in Community School Health Education 2 s.h.

This workshop is concerned with school, community and public health as they relate to the interests of the workshop participants. Areas studied include mental health, nutrition, dental health, physical education, health services, environmental health, changing health patterns and health statistics. Teaching methods, special projects, consultations, visitations, discussions and sources of information and materials will be considered.

Credit for this workshop may be used in the general studies area of the elementary curriculum and, subject to the approval of the department chairman or program advisor, as an elective in all other programs. (Mileff, Tucker)

(New Course) Drug Education 2 s.h.

Drug use and misuse education in the school and community. A study of educational approaches to the prevention of drug abuse including tobacco, alcohol, narcotics and other commonly abused drugs.

(New Course) School Safety Programs and Procedures 2 s.h.

The components of a comprehensive school safety program are considered individually and collectively. Legal requirements, written policies, personnel, maintenance, hazard identification, liability, instruction, emergency care, school transportation, supportive agencies, as they all comprise and contribute to a unified program.

HISTORY

Clyde C. Gelbach, Chairman

Irwin Marcus, Director Graduate Studies

Charles Cashdollar	Joseph Mastro
Steven Cord	Jane S. Mervine
Ronald Ferguson	Larry C. Miller
Ernest B. Fricke	Edgar Moore
Thomas D. Goodrich	James M. Oliver
E. Samuel Hatfield	J. Merle Rife
John F. Kadlubowski	John R. Sahli
Dale E. Landon	W. Wayne Smith
Steven Klein	Dorothy C. Vogel
Neil B. Lehman	George T. Wiley

The Master of Arts Degree in History is designed to give students both breadth and depth in that academic discipline. As a terminal degree it prepares teachers for the secondary schools and community colleges. Students seeking scholarships and fellowship opportunities for work elsewhere beyond the master's degree should consult the Director of Graduate Studies within the department, Dr. Irwin Marcus. All programs of study are to be approved by him, or the departmental chairman.

It is imperative that graduate students schedule SS 510, Research Methodologies in the Social Sciences, early in their graduate program. This course must be completed before seminar work may be scheduled.

CURRICULUM FOR MASTER OF ARTS DEGREE IN HISTORY

Students working toward the Master of Arts degree in History will complete a minimum of 30 semester hours of work in accordance with the following divisions:

- I. Subject Matter Concentration (14-22 s.h.)
- | | | |
|----------|---|----------|
| Hist 501 | Historiography (Required) | 2 s.h. |
| Hist 511 | Readings in History | 2 s.h. |
| Hist 512 | Readings in History | 2 s.h. |
| Hist 531 | Economic and Social History of Pennsylvania. | 2 s.h. |
| Hist 532 | U.S.—British Commonwealth Relations | 2 s.h. |
| Hist 534 | Recent U. S. History | 2 s.h. |
| Hist 541 | Modern European Problems | 2 s.h. |
| Hist 542 | Contemporary Latin American Problems | 2 s.h. |
| Hist 543 | Modern Asian — African Problems | 2 s.h. |
| Hist 546 | History of Europe, 1815-1914 | 2-3 s.h. |
| Hist 552 | History of England to 1688 | 2-3 s.h. |
| Hist 553 | History of England, 1688 to Present | 2-3 s.h. |
| Hist 554 | History of Russia to 1917 | 2-3 s.h. |
| Hist 555 | History of Soviet Russia | 2-3 s.h. |
| Hist 590 | Social and Intellectual History of the United States to 1875 | 2-3 s.h. |
| Hist 591 | Social and Intellectual History of the United States Since 1875 | 2-3 s.h. |
- II. Related Fields (0-8 s.h.)
- Up to 8 s.h. in related fields may be elected by the student with the prior approval of his adviser or departmental chairman.

III. Research (8 s.h.)

The normal research requirement will involve SS 514, Research Methodologies in Social Science, and three history Seminars. Students who demonstrate special ability in a history seminar may, with the recommendation and supervision of the instructor, write a thesis carrying 2-4 additional semester hours credit to complete the research requirement. Students attending the University on a full-time basis may request substitution of a course for one of the three seminars.

SS	514	Research Methodologies in Social Science (Required)	2 s.h.
Hist	521	History Seminar (Prerequisite)	2 s.h.
Hist	522	History Seminar (Prerequisite)	2 s.h.
Hist	544	History Seminar (Prerequisite)	2 s.h.
Grad	550	Thesis	2-4 s.h.

COURSE DESCRIPTIONS

Hist 501 Historiography 2 s.h.

An introduction to the various schools of historical writing with some consideration of the leading practitioners. Required of all history M.A. candidates. (Staff)

Hist 510 Seminar in Community College Teaching 2 s.h.

Designed especially to prepare Community College instructors through an emphasis on the objectives, materials, techniques and evaluation of general education programs in History. Summer only. Before programming see adviser.

Hist 511 Readings in History 2 s.h.

Directed reading of significant historical materials, focused on a general topic. (Staff)

Hist 512 Readings in History 2 s.h.

Directed reading of significant historical materials, focused on a general topic. (Staff)

Hist 521 History Seminar 2 s.h.

Area research in the discipline, culminating in a formal paper. Prerequisite: SS 514.

Hist 522 History Seminar 2 s.h.

Area research in the discipline, culminating in a formal paper. Prerequisite: SS 514.

Hist 531 Economic and Social History of Pennsylvania 2 s.h.

Considers the economic and social background of our state with an emphasis on regional development. The interplay of such factors as industrialization and immigration on organizational movements will be studied through the problem approach.

Hist 532 U.S. — British Commonwealth Relations 2 s.h.

Emphasis is placed on those aspects of United States and Commonwealth backgrounds and policies that aid mutual understanding and international accord in the modern world. (Gelbach)

Hist 534 Recent U.S. History 2 s.h.

An analysis of the fundamental changes in American culture since 1929. (Cord)

Hist 541 Modern European Problems 2 s.h.

Considers Europe from the economic, social, political, diplomatic, and cul-

tural points of view. Attention also given to specific problems and to the role of European powers in world affairs. (Rife, Oliver, Vogel, Ferguson)

Hist 542 Contemporary Latin American Problems 2 s.h.

A study of the major cultural, economic, political, and related problems currently confronting the Latin American countries. (Moore)

Hist 543 Modern Asian-African Problems 2 s.h.

To understand better the nature and problems of a large portion of the non-Western world the emphasis will be placed upon an analysis of contemporary, social, economic, and political developments in selected areas of Asia and Africa. (Goodrich)

Hist 544 History Seminar 2 s.h.

Area research in the discipline considering various facets of a central problem. Prerequisite: Research Methodologies in Social Science. (Staff)

Hist 546 History of Europe: 1815-1914 2-3 s.h.

A comprehensive study of the factors contributed by the European people in their national organization through their political, social, and economic activities. The understanding of these casual and intergroup relationships are basic to analysis and interpretations of the European world today. (Oliver, Rife)

Hist 552 History of England to 1688 2-3 s.h.

A survey of the growth of the English nation with emphasis on the political, social, and economic developments leading to the 17th century conflicts between Crown and Parliament. (Landon)

Hist 553 History of England 1688 to Present 2-3 s.h.

A survey of the growth of England as a democratic constitutional monarchy. Attention is directed to the industrial revolution and to imperial expansion, and to England's role in the 20th century world. (Wiley)

Hist 554 History of Russia to 1917 2-3 s.h.

A general survey of Russian history, culture, and institutions. Special consideration is given to the study of those historical forces which were formative of the Revolution in 1917. (Kadlubowski)

Hist 555 History of Soviet Russia 2-3 s.h.

A general survey of contemporary Soviet history, culture, and institutions. Special consideration is given to the study of communist theory and its place in current Russia historiography. (Kadlubowski)

Hist 590 Social and Intellectual History of the United States to 1875 2-3 s.h.

A study of the social and intellectual factors which helped to shape the nation up to the time of Henry George. (Cashdollar)

Hist 591 Social and Intellectual History of the United States Since 1875 3 s.h.

An analysis of the cultural forces which have helped to shape modern America. Ways of living characteristic of certain periods will be studied, together with the more significant social-reform movements and their attendant systems of thought. (Cashdollar)

HOME ECONOMICS EDUCATION

Ruth Browning, Chairman

Ruth Anderson
Patricia Bell
Louise Fernandez
Kathleen Jones
Alma Kazmer
Yu-Chen Liu

Lois Rupert
Satya Sharma
Ronald E. Simkins
Donna Streifthau
Allen Woods

The Graduate Program in Home Economics Education leads to a Master of Education Degree. The program is designed for students who wish to take advanced work beyond the bachelor's degree and to become better qualified for home economics education positions in teaching and supervision.

For admission into this curriculum a student must have completed a baccalaureate degree in home economics with major in home economics education or with a minimum of 35 semester hours of home economics, 19 semester hours in education, including home economics education and student teaching, and a minimum of 3 semester hours in educational psychology. The degree must be from an approved institution.

Food Service majors who have a B.S. degree from an approved institution may be admitted to this program. Graduates from this program with a Food Service and Nutrition background will not be qualified to teach in the public schools nor will this degree help them to meet state certification requirements for teaching Home Economics. However, students can become better qualified for leadership positions in their area of specialization.

Each student admitted to the Graduate School will be assigned a faculty adviser by the Chairman of the Department. This adviser will help the student plan a program of study. Any deviation from the degree requirements shall have the written approval of the adviser and the Department Chairman.

A thesis is required. The selection of and the proposal for the research shall be approved by the adviser and other members of the student's Graduate Committee. The research shall be carried on by the student under the direction of the research adviser and/or committee members.

CURRICULUM FOR THE MASTER OF EDUCATION DEGREE

Students working for this degree will complete 30 or more semester hours of work. Dual level courses taken on the undergraduate level cannot be repeated on the graduate level for graduate degree credit. Courses should be selected in accordance with the following divisions:

- I. Subject Matter Concentration — 8 or more semester hours from two or more phases of home economics to be selected from the following or other courses approved by adviser:

Human Development and the Family

HE	521	Problems in Family Living	2 s.h.
HE	522	Seminar in Human Development	2 s.h.
HE	523	Field Work in Family Life or Human Development . .	2 s.h.
*HE	525	Study Tour in Family Life or Child Development .	1-6 s.h.

Clothing and Textiles

HE	530	Clothing and Human Behavior	2 s.h.
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HE	531	Creative Clothing	2 s.h.
HE	532	Recent Developments in Textiles	2 s.h.
*HE	533	Study Tour	1-6 s.h.

Foods and Nutrition

HE	540	Advanced Human Nutrition	2 s.h.
HE	541	Gourmet Foods	2 s.h.
HE	542	Contemporary Issues in Foods and Nutrition	2 s.h.
*HE	543	Educational Study Tour in Foods	2-6 s.h.

Home Management and Family Economics

HE	551	Seminar in Home Management and Family Economics	2 s.h.
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Housing

HE	560	Problems in Housing and Interior Design	2 s.h.
HE	561	Household Equipment and Appliances	2 s.h.

*2-4 hours of tour courses in any area may apply toward degree requirements.

II. Foundations of Education — One course must be selected from these offerings:

FdEd	511	Historical Foundations of Education	2 s.h.
FdEd	512	Philosophical Foundations of Education	2 s.h.
FdEd	513	Social Foundations of Education	2 s.h.

III. Thesis — A thesis is required of each student.

Grad	550	Thesis	2-4 s.h.
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IV. Home Economics Education — 12 or more semester hours are to be selected from the following or other approved courses:

HE	570V	Vocational Education — Home Economics in American Education	3 s.h.
**HE	571V	Curriculum Development in Home Economics ..	3 s.h.
**HE	572V	Evaluation in Home Economics	3 s.h.
HE	573V	Supervision and Administration in Home Economics Education	3 s.h.
HE	574V	Seminar in Home Economics Education	3 s.h.
HE	575V	Home Economics in Higher Education	3 s.h.
HE	577V	Independent Study in Home Economics Education	3 s.h.
***HE	578V	Research in Home Economics Education	3 s.h.

**Each student must take either HE 571V or HE 572V. Students are encouraged to take both.

***Required of every student.

V. General and Related Studies — 2 or more semester hours to be selected from the following courses or from others approved by adviser:

SS	521	Contemporary American Issues	2 s.h.
Soc	565	Adolescent in American Society	3 s.h.
Grad	516	Statistical Methods I	2 s.h.
Psy	530	Psychology of Growth and Development	2 s.h.
Ed	540	Supervision and Student Teaching	2 s.h.
LRes	540	Preparation of Learning Resources	2 s.h.
Grad	521	Teaching in Adult Education	2 s.h.
FdEd	515	Decision-Making in Curriculum Development	2 s.h.

COURSE DESCRIPTIONS

HUMAN DEVELOPMENT AND THE FAMILY

HE 521	Problems in Family Living	2 s.h.
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Emphasis is placed on solving problems created by social change. New knowledge from science, medicine, sociology, economics, art, and psychology is utilized to improve family living. Problems concerned with food, clothing, shelter, management, and family relationships are investigated. (Open to majors and non-majors.)

HE 522 Seminar in Human Development 2 s.h.

Pertinent literature dealing with aspects of human development is critically reviewed and analyzed. An intensive study of a selected topic or problem related to human development is required of each student. (Permission of instructor for non-majors.)

HE 523 Field Work in Family Life or in Human Development 2 s.h.

Designed to study individual and family interaction. Methods of working with various types of families through an analysis of research, scientific literature, and community programs are studied. Advanced graduate students plan and participate in laboratory-type work with individual families. (Permission of instructor for non-majors.)

HE 525	Study Tour in Family Life or Child Development	1-6 s.h.
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An opportunity to observe the child or family social structure and values in relation to the cultural background and economic conditions. Culture, class and ethnic variations in the family and kinship systems are examined, emphasizing the relationships to international relations and family life education.

CLOTHING AND TEXTILES

HE 530	Clothing and Human Behavior	2 s.h.
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Emphasis is placed on understanding factors affecting clothing decisions of differing individuals and families. Cultural, social, psychological and economic influences are considered. Concepts from anthropology, sociology, psychology and economics are explored in studying the relation of clothing to human behavior.

HE 531 **Creative Clothing** **2 s.h.**

Factors that influence clothing design and sources of design inspiration are investigated. Lines, shapes, colors and textures are studied in relation to the creation of clothing to fit the human body. The effects of fabric finishes, drapability, and dimensional stability on design are explored. Two major projects required.

HE 532 Recent Developments in Textiles 2 s.h.

Designed to acquaint the student with new developments in textiles as they affect the consumer. Emphasis is placed on understanding factors involved in the selection, use, and care of new fibers, fabrics, and finishes.

HE 533	Study Tour	1-6 s.h.
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Provides visits to establishments concerned with the production of consumer goods. Fashion houses, designer salons, textile mills, apparel industries, cottage industry centers, retail stores, museums, investment houses, and research centers. An effort is made to study the production of the area in the light of the social, political, and economic climate of the area.

FOODS AND NUTRITION**HE 540 Advanced Human Nutrition 2 s.h.**

Nutritional needs and problems occurring at different stages in the life cycle are studied: pregnancy, infancy, early childhood, adolescence, aging.

HE 541 Gourmet Foods 2 s.h.

An investigation, analysis, and interpretation of the art and science of cooking as influenced by historical, racial, religious and social customs. Both foreign and domestic gourmet cookery are studied. Laboratory experiences are a part of the course.

HE 542 Contemporary Issues in Foods and Nutrition 2 s.h.

Contemporary issues in foods and nutrition are reviewed and analyzed. Current information is evaluated for its reliability.

HE 543 Educational Study Tour in Foods 2-6 s.h.

Options presented on a rotating basis: U.S.A., European, Oriental.

A comprehensive program of directed activities provides students with an opportunity to gain first-hand knowledge of the growing, processing, and preparation of foods. Food markets, processing plants, catering schools, famous restaurants where typical nationality foods are served, and the like, are visited. Significant historical and cultural influences on foods of the area visited are studied.

Topics discussed include: socio-economic factors, family wants and resources, decision-making and improving family consumption patterns.

HOME MANAGEMENT AND FAMILY ECONOMICS**HE 551 Seminar in Home Management and Family Economics 2 s.h.**

Newer concepts and developments in the areas of home management and family economics are studied. Recent research in these fields is reviewed. Topics discussed include: socioeconomic factors, family wants and resources, decision-making, and improving family consumption patterns.

HOUSING AND INTERIOR DESIGN**HE 560 Problems in Housing and Interior Design 2 s.h.**

The influences which contribute to the design of the modern home and its furnishings are investigated. Housing needs are studied in relation to stages in the family-life cycle.

HE 561 Household Equipment and Appliances 2 s.h.

Modern appliances and household equipment are studied in terms of materials used, methods of construction, and principles of operation and care. Various appliances are evaluated for their efficiency and usefulness.

EDUCATION COURSE DESCRIPTIONS**HE 570V Home Economics in American Education 3 s.h.**

The present status of home economics is reviewed in terms of the history and philosophy of the profession. The role and contribution of home economics in

relation to the total educational program at the elementary, secondary, post-secondary levels is discussed. Trends and issues critical to the future of home economics are investigated.

HE 571V Curriculum Development in Home Economics Education 3 s.h.

The various tasks and processes of curriculum development are reviewed and analyzed. Special attention will be given to making realistic curriculum decisions and using innovative procedures in developing the home economics curriculum.

HE 572V Evaluation in Home Economics 3 s.h.

A study of the nature and scope of evaluation in contemporary home economics programs. A variety of evaluative methods and techniques designed to measure a comprehensive range of home economics educational objectives are studied. Special attention is given to the use and construction of teacher-made tests and evaluative devices.

HE 573V Supervision and Administration in Home Economics Education 3 s.h.

Deals with the principles, methods, and techniques of supervision in home economics education. Special attention is given to basic concepts in supervision such as human relations, the communication process, decision-making, leadership strategies, and the role of action-research in improving school practices in home economics.

HE 574V Seminar in Home Economics Education 3 s.h.

The student plans and conducts an intensive investigation and analysis of the major literature and research related to a selected topic or problem. Selected educational problems are dealt with through evaluation and interpretation of current and classical research.

HE 575V Home Economics in Higher Education 3 s.h.

Contemporary programs of home economics at the college level are studied and evaluated in terms of major issues, trends, and problems in higher education and professional home economics. Problems of curriculum development, effective teaching, guidance, and evaluation are emphasized.

HE 577V Independent Study in Home Economics Education 3 s.h.

Students select one or more current problems or significant topics in home economics education for investigation and meet with an assigned staff member for guidance and supervision. Independent reading, study, analysis, and evaluation are emphasized. Where appropriate, special attention will be given to the use of research methods and experimentation in problem solving. Group meetings required once a month in addition to individual conferences. (Registration only by permission of Department Chairman.)

HE 578V Research in Home Economics Education 3 s.h.

Methodology of research is introduced and studied in terms of research problems. Reports by home economics, behavioral science, and education researchers are analyzed and evaluated. This course is designed to assist the student in defining a thesis. It is recommended that the student complete HE 571V before scheduling this course.

LEARNING RESOURCES AND MASS MEDIA

Daniel V. Mattox, Jr., Chairman

Jack Lavenburg, Director of Graduate Studies

Lawrence D. Bergman

Ronald A. Juliette

Merle G. Klingensmith

Donald M. MacIsaac

William E. McCavitt

J. Robert Murray

Norman W. Sargent

In the graduate program of the department of Learning Resources and Mass Media the student may choose among the following goals:

1. A Masters of Education degree in Instructional Media
2. A certificate as an Instructional Media Specialist
3. Advanced professional training in the field of Learning Resources and Mass Media either in conjunction with, or separate from, the pursuit of a graduate degree in some other academic discipline.

By careful structuring of the program it is possible for the student to obtain both the Masters of Education degree and the Instructional Media Specialist Certification concurrently.

MASTER OF EDUCATION IN INSTRUCTIONAL MEDIA

Admission Requirements — In addition to meeting the requirements for admission to the Graduate School, the student must take the GRE and obtain a minimum combined aptitude and advanced test score which will have been established by the department. Students wishing to transfer from another graduate program at Indiana to this program must have at least a B average in graduate courses taken here. Also, the student shall secure from the departmental Director of Graduate Studies necessary application forms. The applicant will then be asked to come for an interview with the departmental Graduate Committee and if accepted, an adviser will be appointed and a tentative program planned. The course LRes 500 Seminar in Learning Resources may be recommended to students who have not had a recent course in Audio-Visual Education or who desire an introductory course in Learning Resources, but it may not be applied for credit for the master's degree.

After completion of at least eight semester hours and before 12 semester hours, the student will make formal application to the Graduate School and to the departmental graduate committee for admission to candidacy for a master's degree. The candidate must have at least a B average in graduate courses taken at Indiana, including either the course Psy 536 Psychology for Learning or EdPsy 502 Advanced Educational Psychology, Grad 515 Elements of Research, and at least two courses from the Learning Resources Curriculum. He may then be asked to appear before the departmental Graduate Committee.

Further requirements for completion of the Master's degree include completion of a thesis, an internship, and evidence of at least one year successful teaching experience or equivalent work experience in a media center or some aspect of media acceptable to the Graduate Committee. A minimum of 30 semester hours is required for the degree.

I. Learning Resources Concentration 16-20 s.h.

A. Required Courses 6-8 s.h.

LRes 515	Role of Learning Resources-Theoretical and Research Foundations	2 s.h.
LRes 560	Management of Learning Resources Programs	2 s.h.
LRes 569	Internship Program for Learning Resources Specialists	2-4 s.h.

B. Electives 8-12 s.h.

LRes 501	The Classroom Use of Motion Pictures	2 s.h.
LRes 502	Programmed Learning in Education	2 s.h.
LRes 503	Writing for A-V Production	2 s.h.
LRes 504	Foundations of Broadcasting	2 s.h.
LRes 506	Evaluation of Research in Educational Effectiveness of Mass Media	2 s.h.
LRes 507	Seminar of Current Problems in Broadcasting	2 s.h.
LRes 508	Advanced Techniques in Utilization of Learning Labs.	2 s.h.
LRes 530	Classification and Cataloging of Learning Resources	2 s.h.
LRes 540	Preparation of Learning Resources	2 s.h.
LRes 543	Slide and Filmstrip Production for Education	2 s.h.
LRes 544	Beginning Cinematography for Education	2 s.h.
LRes 545	Advanced Motion Picture Production for Education	2 s.h.
LRes 546	Motion Picture Production Workshop	2 s.h.
LRes 547	Animation	2 s.h.
LRes 548	Writing for Radio and Television	2 s.h.
LRes 549	Television Production and Direction	2 s.h.
LRes 550	Advanced Audio Recording Techniques	2 s.h.
LRes 568	Research Methods and Theory in Learning Resources	2 s.h.
LRes 571	Photographic Fundamentals for Educational Materials	2 s.h.

II. Related Studies 8-10 s.h.

A. Required 6 s.h.

EdPsy 502	Advanced Educational Psychology	2 s.h.
OR		
EdPsy 536	Psychology for Learning.	2 s.h.
AND		
CSci 501	Computer Programming for Research	2 s.h.
Grad 516	Statistical Methods I	2 s.h.

B. Electives 2-4 s.h.

Grad 517	Statistical Methods II	2 s.h.
EdPsy 521	Diagnosis and Remediation of Learning Disabilities	2 s.h.
EdPsy 576	Advanced Studies in Behavior Problems	2 s.h.
Ed 507	Instructional Materials in Reading for Children and Youth	2 s.h.
EIEd 531	Curriculum Problems in Elementary Education	2 s.h.
EIEd 551	Recent Innovations in Elementary Education	2 s.h.
EIEd 555	Recent Trends in Human Development and Learning.	2 s.h.
CSci 502	Computers in Education	3 s.h.
PolS 580	Public Opinion	2 s.h.
Psy 530	Psychology of Growth and Development	2 s.h.
Psy 568	Advanced Learning Theories	2 s.h.
SS 510	New Approaches in Social Science Education	2 s.h.

III. Foundations of Education 2 s.h.

FdEd 511	Historical Foundations of Education	2 s.h.
FdEd 512	Philosophical Foundations of Education	2 s.h.
FdEd 513	Social Foundations of Education	2 s.h.
FdEd 515	Decision-making in Curriculum Development	2 s.h.

IV. Research Techniques 2 s.h.

Grad 515	Elements of Research	2 s.h.
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V. Thesis 2-4 s.h.

Grad 550	Thesis	2-4 s.h.
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CERTIFICATION AS AN INSTRUCTIONAL MEDIA SPECIALIST

The Specialist Certificate in Instructional Media may be awarded to students who hold a permanent college certificate valid for elementary or secondary education and who complete 24 semester hours of graduate work in the curriculum of Learning Resources and Mass Media and related subjects. With the approval of an adviser, each student will select a balance of courses from the following areas: learning theory relative to learning resources and communications (LRes 500-515); fundamentals of library science (LRes 530); production and utilization of Learning resources (LRes 540-550); and organization and operation of learning resources centers (LRes 560-569).

Students not in the educational profession (i.e., Business or Industry) and who otherwise meet the admission requirements of the Graduate School may pursue the program for Instructional Media Specialist and upon completion of the requirements may be granted a special Certificate of Proficiency in Instructional Media by the University.

COURSE DESCRIPTIONS

LRes 500 Seminar in Learning Resources 2 s.h.

An introductory course to the area of Learning Resources. Major emphasis will be placed upon the differences among learning materials, learners and teaching methods. The student will have the opportunity to do literary research for a better understanding of how learning resources are related to the learning process in our modern society. (Mattox, Lavenburg)

LRes 501 The Classroom Use of Motion Pictures 2 s.h.

Develops a basis for the critical evaluation of films for various educational purposes. Emphasis will be placed upon an understanding of production techniques, stereotypes, prejudices, and misconceptions which influence the quality of educational films, and upon the methods of selection, acquisition, evaluation and distribution of films. (MacIsaac)

LRes 502 Programmed Learning in Education 2 s.h.

Will cover historical development theory and philosophy, audio instructional equipment, programmed texts, theories of programming, types of programs available, analysis and evaluation of research. (Sargent)

LRes 503 Writing for A-V Production 2 s.h.

Provides an introduction to script writing for films and filmstrips. Various styles and techniques of writing will be analyzed and each student will be expected to experiment with the techniques presented. Emphasis will be placed on writing and upon criticism, in class, of student script. (MacIsaac)

LRes 504 Foundations of Broadcasting 2 s.h.

An examination of the historical, legal, and economic aspects of modern broadcasting. Extensive readings in fundamental theory and a study of current station and network practices, educational as well as commercial. (McCavitt)

LRes 506 Evaluation of Research in Educational Effectiveness of Mass Media 2 s.h.

Will offer the opportunity to examine and evaluate the research and research findings of significant studies and summaries of studies in areas of mass media. Only the educational implications of the studies will be considered. Students may have the opportunity to concentrate upon one area of interest, as motion pictures, television, radio, journalism, etc. (Mattox)

LRes 507 Seminar of Current Problems in Broadcasting 2 s.h.

An examination of current developments in the field. The national press and trade publications are used as texts and some experience is given in locating the

sources of much needed and frequently used television information. (McCavitt)

LRes 508 Advanced Techniques in Utilization of Learning Laboratories 2 s.h.

Will investigate the use of language labs in all areas of the curriculum, the use of dial access retrieval systems, computer based instruction, and other self-instructional techniques. (Sargent)

LRes 509 Programming of Multi-Media Materials 2 s.h.

Will investigate practical ways of combining a variety of media into an effective teaching-learning situation. (Juliette)

LRes 515 Role of Learning Resources — Theoretical and Research Foundations 2 s.h.

Examines the role of perception as it pertains to sensory experiences and inner cognitive processes in relationship to maturation, goals and drives, and environment. Seeks to relate psychological processes to learning resources, with emphasis on the newer media. (Lavenburg)

LRes 530 Classification and Cataloging of Learning Resources 2 s.h.

Principles of classifying and cataloging learning resources, such as motion pictures, video tapes, filmstrips, slides, transparencies, disk and tape recordings, microfilm, microcard and microfiche, flat pictures, etc. For learning resources administrators and librarians. (Wolf)

LRes 540 Preparation of Learning Resources 2 s.h.

Introductory course to the preparation of a wide variety of classroom materials, in which building coordinators, as well as others, can assist teachers — lettering, coloring, mounting, bulletin boards, feltboards, and the preparation of pictures, maps, posters, charts and graphs for projected and non-projected use. (Klinginsmith)

LRes 542 Preparation of Transparencies 2 s.h.

Covers the various methods of producing transparencies larger than 35mm slides starting with the Polaroid system for 3-1/4 x 4" slides as well as regular photography; the use of photocopying machines; addition of color using a variety of materials and techniques; methods of lettering; techniques in transferring printed materials to transparencies; and the latest techniques and materials available in this area of production. (Klinginsmith)

LRes 543 Slide and Filmstrip Production for Education 2 s.h.

Emphasizes the techniques of color and b/w slide preparation, duplication, titling and binding; it will introduce the techniques necessary to produce color filmstrips on a commercial basis, and students will participate in the making of a filmstrip through all stages, from script to screen. Techniques for making home-made filmstrips will also be explored. Each student must furnish his own 35mm camera, and an acceptable exposure meter. Prerequisite: Photographic Fundamentals. (MacIsaac)

LRes 544 Beginning Cinematography for Education 2 s.h.

Emphasis will be placed on the effective use of the motion picture camera and editing tools to make useful, locally produced teaching films. No previous experience is necessary, but the student should own or have access to an 8mm or 16mm camera, and an acceptable exposure meter. (MacIsaac)

LRes 545 Advanced Motion Picture Production for Education 2 s.h.

This course will emphasize production planning for motion pictures, directing, advanced picture and sound editing techniques, and the use of sound recording and laboratory facilities. In addition to live action cinematography titling, animation, and special effects photography will be investigated. Prerequisite: Beginning Motion Picture Production. (MacIsaac)

LRes 546 Motion Picture Production Workshop 2 s.h.

Students will work as a team to shoot, edit, and sound a 16mm motion picture under the supervision of the instructor. Each student will have the opportunity to work variously as cameraman, assistant cameraman, director, assistant director, unit manager, sound recordist, script secretary, editor, mixer, etc. Prerequisites: Beginning Cinematography, Advanced Cinematography, and Writing for A-V Production. (MacIsaac)

LRes 547 Animation 2 s.h.

Introduces a variety of motion picture animation techniques and offers practical experience in planning and carrying out the production of animated sequences. A wide variety of films will be viewed and discussed; experimentation in class and through projects with filmograph, cut-out animation, puppet animation, and full cell animation. Practice in designing, drawing, tracing, inking, and painting cells; preparation of blackboards, use of cell-boards, animation camera and animation stand; preparation of story boards and cue sheets; integration of visual and sound. (MacIsaac)

LRes 548 Writing for Radio and Television 2 s.h.

For teachers, school administrators, and non-school persons interested in public service, non-professional, or educational broadcasting. Presents theory and practice in planning, writing, and producing various kinds of programs for listeners in and out of schools. Educational and/or radio experience is desirable but not required. (McCavitt)

LRes 549 Television Production and Direction 2 s.h.

An intensive laboratory course using closed circuit facilities designed to develop skills in program production and direction. Theory and practice of production is examined with each student expected to produce a television program during the course. (McCavitt)

LRes 550 Advanced Audio Recording Techniques 2 s.h.

Theory and practice of recording sound for motion pictures, video tapes, audio tapes, sound filmstrips, etc. Will use sound on sound and other special recording techniques. (Staff)

LRes 551 Advanced Techniques in Transparency Production 2 s.h.

Will provide opportunities to design and produce complex multicolor transparencies and simulated motion through specialized techniques. (Klingensmith)

LRes 560 Management of Learning Resources Program 2 s.h.

Considers the problems in setting up and managing an integrated program, including production, selection, utilization, and management of Learning Resources Centers; and problems of finance; function and organization of the different services; relationships among school systems, colleges, and community and adult groups; and evaluation standards for the various services. (Bergman, Murray)

LRes 568 Research Methods and Theory in Learning Resources 2 s.h.

Examines research techniques for application to investigations in the areas of learning resources administration, analysis of media content and audience characteristics, and effects of educational and commercial communications. Also will consider problems in writing proposals for federal research grants and for ESEA grants. (Mattox, Lavenburg)

LRes 569 Internship Program of Learning Resources Specialists 2-6 s.h.

A program in which a candidate would work in a carefully planned variety of roles in a comprehensive regional learning resources center or similar situation, television broadcasting or closed-circuit facility, motion picture production agency, programmed learning development organization, learning resources workshop program, little theater group, major museum or approved equivalent, under competent university and agency supervision, and would be rated by both the cooperating agency and the University. (Staff)

LRes 571 Photographic Fundamentals for Educational Materials 2 s.h.

Emphasis will be placed on the use of the still picture camera and the dark-room for instructional purposes, the making of b/w negatives, 35mm slides, copywork, developing b/w and color film, and b/w contact printing and enlarging. Each student must furnish his own 35mm camera and an acceptable exposure meter. No previous photographic experience is necessary. (MacIsaac, Mattox)

MATHEMATICS

Melvin R. Woodard, Chairman

Ronald L. McBride, Director of Graduate Studies

Joseph S. Angelo	Raymond D. Gibson	William Rettig
Ida Z. Arms	Marlin E. Hartman	Dale M. Shafer
Charles Bertness	John P. Hoyt	Maher Y. Shawer
John Broughton	Charles Maderer	Jack L. Shepler
Gerald Buriok	Doyle R. McBride	William R. Smith
John F. Busovicki	Wallace F. Morrell	Elwood R. Speakman
Blaine Crooks	Carl P. Oakes	Merle E. Stilwell
Arlo Davis	Joseph A. Peters	Halley O. Willison
Donald D. Duncan	James Reber	Richard E. Wolfe

The degrees offered by the mathematics department are the Master of Education Degree with a major in mathematics and the Master of Science Degree.

The Master of Education program is designed for the secondary school teacher. Its purpose is to provide an opportunity for the student to increase his knowledge of mathematics and to become aware of research and innovations in mathematics education.

The Master of Science program can be planned to accomplish one of two purposes. It can serve as a professional degree for persons employed in positions which require an understanding of graduate mathematics, or it can serve to prepare the student for further graduate work in mathematics.

Upon admission to the Graduate School, each student will be assigned an adviser in the mathematics department whose approval is required for all courses leading to the Master's degree.

MASTER OF EDUCATION DEGREE

A minimum of 30 semester hours is required for the Master of Education Degree. Courses taken must satisfy the following requirements:

- I. With the approval of the adviser, a minimum of 18 hours of mathematics content courses to be selected from the following list. The student is encouraged to take a broad based program which involves one mathematics course each from the areas of analysis, algebra, geometry, and probability and statistics. Each of the following courses carries three semester hours of credit.

Math 522	Theory of Probability
Math 524	Mathematical Statistics
Math 531	Advanced Calculus I*
Math 532	Advanced Calculus II
Math 533-534	Complex Analysis I, II
Math 535-536	Real Analysis I, II
Math 537	Differential Equations
Math 558	Number Theory
Math 559	Introduction to Abstract Algebra*
Math 561-562	Abstract Algebra I, II
Math 563	Linear Algebra
Math 571	Projective Geometry
Math 572	Affine Geometry
Math 573	Topology
Math 575-576	Foundations of Mathematics I, II
Math 590-593	Topic Seminar in Mathematics

*Required unless taken in the undergraduate program.

2. A minimum of eight hours to be selected from the following list. Substitution of similar or higher level courses may be approved by the adviser. Each course carries two semester hours of credit.

Math 510	The Teaching of Junior High School Mathematics
Math 511	The Teaching of Senior High School Mathematics
Math 540	History of Mathematics
Math 542	Curriculum and Supervision in Mathematics
LRes 500	Seminar in Learning Resources
EdPsy 580	Studies in Pupil Adjustment
EdPsy 502	Advanced Educational Psychology
FdEd 511-515	Foundations of Education (required - only one course may be taken for credit toward the degree)

3. The following courses are offered in the area of independent study and research:

Math 600	Methods of Research in Mathematics	2 s.h.
Math 601	Methods of Research in Mathematics Education	2 s.h.
Math 690	Independent Study in Mathematics	1-3 s.h. (May apply toward requirements in (1) above with approval of the advisor)
Grad 550	Thesis	2-4 s.h.

All students must take either Math 600 or Math 601 and the independent study or research requirement may be completed in one of the following manners:

- The student may carry out some educational innovation of his own design or of appropriate experimental design under the supervision of a research adviser for two semester hours credit.
- The student may write a research paper for two semester hours credit as a result of independent study in mathematics or mathematics education. The paper must be approved by his research adviser.
- The student may complete a thesis in mathematics or mathematics education to be approved by a thesis committee for two to four semester hours credit.

MASTER OF SCIENCE DEGREE

Every candidate for the Master of Science Degree must take at least 30 semester hours of graduate work in mathematics.

1. The following courses (12 s.h.) are required for the Master of Science Degree:

Math 533-534	Complex Analysis I, II;
or	
Math 535-536	Real Analysis I, II
Math 561	Abstract Algebra I
Math 573	Topology

2. The following courses will also be accepted for credit toward the Master of Science Degree:

Math 522	Theory of Probability
Math 524	Mathematical Statistics I
Math 533-534	Complex Analysis I, II
Math 535-536	Real Analysis I, II
Math 537	Differential Equations
Math 558	Number Theory
Math 562	Abstract Algebra II
Math 563	Linear Algebra

Math 571	Projective Geometry
Math 572	Affine Geometry
Math 575-576	Foundations of Mathematics I, II
Math 590-593	Topic Seminar in Mathematics

3. The following courses are offered in the area of independent study and research:

Math 600	Methods of Research in Mathematics	2 s.h.
Math 690	Independent Study in Mathematics	1-3 s.h.
Grad 550	Thesis	2-4 s.h.

Each student is required to take Math 600. In addition the student will write a research paper as a result of independent study for two semester hours credit to be approved by his research adviser, or he may elect to write a thesis for two to four semester hours credit to be approved by a thesis committee.

COURSE DESCRIPTIONS

Math 510 The Teaching of Junior High School Mathematics 2 s.h.

Explores the problems of teaching mathematics which are unique at the junior high school level. Emphasis will be placed on a discovery, laboratory-oriented approach to teaching. Prerequisite: Permission of the instructor.

Math 511 The Teaching of Senior High School Mathematics 2 s.h.

Topics which are discussed include: national and international forces shaping today's mathematics programs, curriculum development and research, the art of generating interest, the formation of concepts, proof, problem solving, generalization, and evaluation. Special attention is given to the teaching of topics from algebra and calculus, and to the modern approach of teaching geometry and trigonometry at the high school level. Prerequisite: Permission of the instructor.

Math 522 Theory of Probability 3 s.h.

Develops probability as a mathematical model. The models studied are: Bernoulli, binomial, Poisson, hyper-geometric, uniform, Gaussian, and exponential. Distributions of sums of independent random variables are derived by means of probability and moment generating functions. One form of the central limit theorem is studied. A brief introduction to estimation and testing simple hypotheses is given. Numerous practical illustrations are studied. Prerequisites: Differential and Integral Calculus.

Math 524 Mathematical Statistics 3 s.h.

Deals with statistical estimation and testing hypotheses by means of large sample methods. Correlation and regression are studied with the bivariate normal distribution as the theoretical model. Numerous practical problems are included. Prerequisites: Math 522 or its equivalent.

Math 531-532 Advanced Calculus I, II 6 s.h.

A rigorous investigation of continuity, differentiation, and integration on real p -dimensional space. The Riemann-Stieltjes integral, infinite series, and infinite series of functions are also studied. Prerequisite: Permission of the adviser.

Math 533-534 Complex Analysis I, II 6 s.h.

Introduces the fundamental concepts of complex analysis and includes the following topics: complex numbers, functions, sequences, analytic functions, elementary functions, complex integration, power series, Laurent series, singular points, the calculus of residues, infinite product and partial fraction expansion, conformal mapping, and analytic continuation. Prerequisite: Math 531 or its equivalent.

Math 535-536 Real Analysis I, II 6 s.h.

Includes topics which are basic to an understanding of the classical theory of functions of a real variable and of measure and integration theory. Prerequisite: Math 531 or its equivalent.

Math 537 Differential Equations 3 s.h.

The existence theorems of ordinary differential equations are proved and extended to higher dimensional spaces. Numerical methods are used to produce approximate solutions. Singular points for autonomous differential equations are studied. Prerequisite: Math 531, or its equivalent.

Math 540 History of Mathematics 2 s.h.

Men and ideas that have shaped the course of events in mathematics are examined. Major attention is given to developing activities for the secondary school mathematics classroom which incorporate the historical viewpoint.

Math 542 Curriculum and Supervision in Mathematics 2 s.h.

Basic principles underlying an effective mathematics curriculum are examined from both a theoretical and an experimental viewpoint. The role of the supervisor as a source of stimulation, leadership, and expertise in the teaching of mathematics is investigated.

Math 558 Number Theory 3 s.h.

Topics include: elementary properties of divisibility, congruences, Chinese remainder theorem, primitive roots and indices, quadratic reciprocity, Diophantine equations, and number theoretic functions. Prerequisites: Differential and Integral Calculus.

Math 559 Introduction to Abstract Algebra 3 s.h.

An introduction to basic algebraic structures such as groups, rings, integral domains, and fields. Designed to develop the student's ability to construct formal proofs and to work within an abstract axiomatic system. Prerequisite: Permission of the adviser.

Math 561-562 Abstract Algebra I, II 6 s.h.

Continues the study of algebraic structures begun in previous courses. Primary emphasis is on the development of polynomial rings, factorization, and field extension leading up to Galois Theory. Additional topics in group theory, ring theory, and the study of modules are included. Prerequisite: Math 559 or its equivalent.

Math 563 Linear Algebra 3 s.h.

The theory of vector spaces and linear transformations is rigorously developed, and applications to linear equations, determinants, and characteristic roots are studied. Prerequisites: Math 559 or its equivalent or undergraduate linear algebra.

Math 571 Projective Geometry 3 s.h.

This course in projective geometry serves as an introduction to Klein's formulation of geometry of the invariant theory of a given set under a given group of transformations and develops projective spaces of 1 and 2 dimensions and conics and quadratic forms. Prerequisites: Undergraduate courses in linear algebra and geometry.

Math 572 Affine Geometry 3 s.h.

A course in modern geometry which examines affine and metric geometries based on an axiom system stated in terms of linear algebra, which leads to important theorems of classical geometry. Prerequisites: Undergraduate courses in linear and abstract algebra.

Math 573 Topology 3 s.h.

The basic topological concepts, including some topological invariants, are introduced with a high degree of mathematical rigor. Relationships between topology and other disciplines of mathematics are discussed. Prerequisites: Math 531 or its equivalent.

Math 575 Foundations of Mathematics I 3 s.h.

Designed to acquaint the student with logical techniques used in proof and with set theory. Topics include symbolic logic, rules and inference, validity of arguments, algebra of sets, cardinal numbers, the well-ordering property, and the Axiom of Choice.

Math 576 Foundations of Mathematics II 3 s.h.

Properties of axiom systems are studied including consistency, independence, and completeness for propositional calculus and first-order predicate calculus. Prerequisites: Math 575 and at least six semester hours of graduate level mathematics.

Math 590-593 Topic Seminars in Mathematics 3 s.h.

Topic Seminars in Mathematics include special topics which go beyond the scope of regularly offered courses. They will be offered on the basis of student interest and available staff. The student may take more than one Topic Seminar with the written approval of the adviser. Prerequisite: Consent of the instructor.

Math 600 Methods of Research in Mathematics 2 s.h.

Acquaints the student with the mathematical literature and develops skill in the use of this literature. A proposal for independent study or research will be required. Prerequisite: At least six semester hours of graduate work.

Math 601 Methods of Research in Mathematics Education 2 s.h.

Literature in mathematics education is reviewed. Types of research, methods of collecting data, and appropriate methods of statistical analysis are studied. A proposal for independent study or research is prepared. Prerequisite: At least six semester hours of graduate work.

Math 690 Independent Study in Mathematics 1-3 s.h.

An independent study under the guidance of a faculty member in some area of mathematics which has not been studied in the student's regular courses.

MATHEMATICS FOR THE ELEMENTARY SCHOOL TEACHER

Willard Hennemann, Director

Ronald McCoy
Jo Anne Mueller
Mildred Reigh

Edwin Smith
Elizabeth Troxell

This program, leading to a Master of Education Degree in Mathematics for Elementary School Teachers, is designed to give the elementary school teacher both depth and breadth in the mathematical concepts essential to a contemporary school mathematics program. The sequence of the courses listed below will prepare the student to serve as a resource person for the elementary school mathematics program within his school or school district. These courses are not open to students enrolled in the M.Ed. or M.S. programs in mathematics.

Upon admission to the program each student will be assigned a course adviser by the Chairman of the Mathematics Department. Together they will plan a program which is best suited to the student's background and professional aspirations. Thus, a student who has completed a concentration in mathematics as an undergraduate would be expected to start his course work in the Subject Matter Concentration Area with second level courses (ElMath 504 or 506), while a student with less background would start with courses at the first level (ElMath 501 or possibly ElMath 503).

A research adviser will be assigned after consultations between the student, his course adviser and the Chairman of the Mathematics Department. The research adviser will then assist the student in preparing and presenting his thesis or research project.

CURRICULUM FOR THE MASTER OF EDUCATION IN MATHEMATICS FOR ELEMENTARY SCHOOL TEACHERS DEGREE PROGRAM

1. Subject Matter Concentration Areas: (at least 18 semester hours of work will be required from the following:)

A. Mathematics (at least 14 semester hours are required from this area)

ElMath	501	Basic Concepts in Mathematics I (Elementary Majors only)	2 s.h.
ElMath	502	Basic Concepts in Mathematics II (Elementary Majors Only)	2 s.h.
ElMath	503	Foundations of Algebra I	2 s.h.
ElMath	504	Foundations of Algebra II	2 s.h.
ElMath	505	Principles of Geometry I	2 s.h.
ElMath	506	Principles of Geometry II	2 s.h.
ElMath	507	Coordinate Geometry and Trigonometry I	2 s.h.
ElMath	508	Coordinate Geometry and Trigonometry II	2 s.h.

ElMath	509	Introduction to Number Theory	2 s.h.
ElMath	510	Introduction to Logic and Boolean Algebra	2 s.h.
ElMath	511	Introduction to Computing Machines and Their Uses	2 s.h.
ElMath	512	Introduction to Probability and Statistics	2 s.h.
ElMath	513	Calculus I	2 s.h.
ElMath	514	Calculus II	2 s.h.
ElMath	515	Intuitive Topology	2 s.h.
Math	582	Theory of Probability	2 s.h.
Math	584	Mathematical Statistics I	2 s.h.

B. Related Studies: 4 semester hours of work in this area may be counted as part of the subject matter concentration with permission of the faculty adviser.

ElSc	510-511	Education in the Out of Doors	4 s.h.
ElSc	530	Quantitative Tools for Elementary Science	2 s.h.
ElSc	540	Chemistry I	2 s.h.
ElSc	541	Chemistry II	2 s.h.
ElSc	550	Physics I	2 s.h.
ElSc	551	Physics II	2 s.h.

II. Professional Studies — 4-8 semester hours including ElMath 520 to be selected from the following courses:

LRes	500	Seminar in Learning Resources	2 s.h.
Grad	516	Statistical Methods I	2 s.h.
Grad	517	Statistical Methods II	2 s.h.
El	500	Basic Foundations of Reading Instruction	2 s.h.
El	508	Reading in the Content Areas	2 s.h.
El	531	Curriculum Problems in Elementary Education	2 s.h.
El	543	Resource Materials in Elementary Science	2 s.h.
El	548	Creativity and the Elementary School Child	2 s.h.
El	550	The Community and the Elementary School	2 s.h.
El	551	Recent Innovations in Elementary Education	2 s.h.
El	552	Evaluating the Elementary School	2 s.h.
El	553	Supervision and Improvement of Instruction in the Elementary School	2 s.h.
El	555	Recent Trends in Human Development	2 s.h.
El	560	Early Childhood Child Study Techniques and Resources	2 s.h.
El	562	Early Childhood Curriculum and Materials	2 s.h.
El	563	Early Childhood Assessment Tools and Evaluation Techniques	2 s.h.
Psy	530	Psychology of Growth and Development	2 s.h.
SE	531	Psychology of the Exceptional Child	2 s.h.
Psy	536	Psychology of Learning	2 s.h.
SE	538	Psychology of the Gifted Child	2 s.h.
ElMath	520	Curriculum and Instruction in Elementary School Mathematics Programs	2 s.h.

III. Foundations of Education — 2 semester hours to be selected from the following courses:

FdEd	511	Historical Foundations of Education	2 s.h.
FdEd	512	Philosophical Foundations of Education	2 s.h.
FdEd	513	Social Foundations of Education	2 s.h.
FdEd	514	Decision Making in Curriculum Development	2 s.h.

IV. Independent Study and Research — one of these courses, Math 601 or Grad 515 is required. It should be scheduled early in the program after consultation with the student's adviser.

Math	601	Methods of Research in Mathematics Education	2 s.h.
*Math	690	Independent Study in Mathematics	2 s.h.
Grad	515	Elements of Research	2 s.h.
Grad	550	Thesis	2-1 s.h.

*Math 690 may be taken as part of the Subject Matter Concentration in Mathematics and/or as part of Professional Studies depending on the topic chosen for study. Thus, the student could schedule Math 690 to earn two semester hours of credit in each of these separate study areas for a total of four semester hours of credit with the consent of the faculty adviser.

COURSE DESCRIPTIONS

EIMath 501 Basic Concepts in Mathematics I **(Formerly Math 521) 2 s.h.**

Designed for students who as undergraduates have not taken Math 160 or an equivalent course. Some of the topics included are: Sets; relations and functions; cardinal number concepts; system of whole numbers; rationale for traditional computational algorithms; numeration systems; primes; factorization; Fundamental Theorem of Arithmetic; tests for divisibility; non-metric geometry and mathematical systems.

EIMath 502 Basic Concepts in Mathematics II 2 s.h.

A continuation of EIMath 501 and designed for students who have not taken Math 520 or an equivalent course as undergraduates. Topics to be considered: The systems of integers, rational numbers and real numbers; rationale for traditional computational algorithms; absolute values; fractions and decimal notation, ratio; percent; proportion; completeness; metric geometry; geometric constructions; introduction to plane coordinate geometry; informal probability and topology. Prerequisite: EIMath 501.

EIMath 503 Foundations of Algebra I 2 s.h.

Includes topics touched upon in earlier courses, but from a more rigorous and abstract approach. Topics to be considered are: Algebraic structures, such as groups, rings and fields; the Real Number System as a complete ordered field; solution sets and their graphs for equations and inequalities; real functions and relations as a unifying concepts; and, if time permits, the Complex Number System as an extension of the Real Number System. The spiral development of algebraic concepts will be stressed throughout the course. Prerequisite: EIMath 502 or an equivalent undergraduate course.

EIMath 504 Foundations of Algebra II 2 s.h.

Intended to extend and enlarge upon the concepts developed in EIMath 503. Topics to be considered: Polynomial equations in the Real Number System and over other fields; an introduction to the history and theory of equations; the complex numbers as a field; more on algebraic structures; real functions and their graphs. The spiral development of algebraic concepts will be stressed throughout the course. Prerequisite: EIMath 503 or an equivalent undergraduate course.

EIMath 505 Principles of Geometry I 2 s.h.

Includes a discussion of such topics as: congruences; measurement; parallelism; similarity; construction of proofs; practical applications; elements of spherical and solid geometry (introduction and intuitive approach) and constructions. The newer notation, vocabulary and approach when teaching these topics in elementary schools will also be discussed. Prerequisite: EIMath 502 or an equivalent undergraduate course.

ElMath 506 Principles of Geometry II 2 s.h.

Will extend and enlarge upon concepts developed in ElMath 505. Topics to be considered: indirect proofs; more complicated constructions; centroids; translations and rotations in the plane; elements of solid geometry. Also, modern geometrics such as topology, finite geometries, and other non-Euclidean geometries will be introduced. Prerequisite: ElMath 505 or an equivalent undergraduate course.

ElMath 507 Coordinate Geometry and Trigonometry I 2 s.h.

ElMath 507 and ElMath 508 are intended to give a foundation in fundamental topics from trigonometry and analytic geometry. Topics considered in ElMath 507: trigonometric functions and other periodic functions and their graphs; solution of trigonometric equations; inverse functions and their graphs; the Complex Number System as a vector space. Prerequisite: ElMath 503 or an equivalent undergraduate course.

ElMath 508 Coordinate Geometry and Trigonometry II 2 s.h.

Will extend the investigation of real relations and their graphs to include linear functions and their graphs, relations whose graphs are the conic sections, systems of equations and their graphs, polar coordinate systems, transformations of coordinate systems, and other related topics. Prerequisite: ElMath 507 or an equivalent undergraduate course.

ElMath 509 Introduction to Number Theory 2 s.h.

Will pay special attention to representations of the real numbers in various numeration systems; factorization and the primes; congruences and modular arithmetic. Other topics to be investigated: linear diophantine equations; continued fractions and number theoretic functions. Prerequisite: ElMath 503.

ElMath 510 Introduction to Logic and Boolean Algebra 2 s.h.

An introduction to some of the basic ideas, terminology and notation of logic and Boolean Algebra. Topics considered: symbolic logic, with special emphasis on the portions of logic which depend heavily upon the algebra of propositions; other applications of Boolean Algebra such as the algebra of sets, the algebra of switching circuits; an introduction to quantification theory and its value in determining the validity of mathematical arguments. Prerequisite: ElMath 503.

ElMath 511 Introduction to Computing Machines and Their Uses 2 s.h.

Intended to introduce the student to computing machines and techniques which could have implications for the contemporary elementary school mathematics curriculum. Topics include: an understanding of the construction and uses of nomograms; slide rules; desk calculators and the high speed digital computer. A brief introduction to computer programming will also be a feature of the course. Prerequisite: ElMath 503.

ElMath 512 Introduction to Probability and Statistics 2 s.h.

Designed to introduce students to the fundamental concepts of probability which will enable them to analyze data and make predictions from population samples. Methods and materials for teaching related topics in the elementary school and junior high school will be discussed.

ElMath 513 Calculus I 2 s.h.

Topics include: differential calculus of polynomials and rational functions; anti-derivatives and integrals of polynomials; techniques of differentiation and integration. Intuitive notions and applications will be stressed. Prerequisite: ElMath 508.

ElMath 514 Calculus II 2 s.h.

Topics include differential and integral calculus of algebraic and transcendental

functions with applications. Intuitive notions and applications will be stressed.
Prerequisite: EIMath 513.

ElMath 515 Intuitive Topology 2 s.h.

Introduces the student to selected topological concepts from the intuitive, rather than the axiomatic viewpoint. These concepts will be introduced, discussed and used informally on the basis of the student's experience. Topics considered: networks and maps; topological equivalence in three-dimensional space; The Jordan Curve Theorem; topological transformations and spaces. Prerequisite: EIMath 514 or EIMath 506.

ElMath 520	Curriculum and Instruction in Elementary School Mathematics Programs	2 s.h.
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Designed to give the elementary school teacher experience with the literature, equipment and materials used in teaching mathematics with its new emphases in the elementary schools. Experimental programs in contemporary mathematics such as the Madison Project, SMSG, and the Minnemast Project will be examined and discussed. Criteria to be considered in the selection of suitable texts for elementary school mathematics programs and ways of implementing a contemporary mathematics program in a school district will be discussed. Investigation, discussion, demonstration, and evaluation of materials and programs will be a part of each person's activity. Prerequisite: Math 502 and consent of the instructor.

MUSIC AND MUSIC EDUCATION

J. Herbert Wildeboor, Interim Chairman
Calvin E. Weber, Director of Graduate Studies

Tibor Bachmann	Irving Godt	Delight Malitsky
William R. Becker	Walter O. Golz	Gary Olmstead
Robert E. Bernat	William Hamilton	Harold S. Orendorff
Gary Bird	Arvilla T. Harrold	Lawrence J. Perkins
David Borst	H. Eugene Hulbert	Daniel Perlongo
Christina Cha	Dominic Intili	Suzanne Perlongo
Ruth DeCesare	Hugh B. Johnson	Nancy Poland
Daniel DiCicco	William Kessler	James Staples
John Dietz	Richard Knab	Richard E. Thorell
Olive M. Fornear	Robert Lloyd	Eva Vouklizas
Edwin Fry	C. David McNaughton	

The graduate program in music provides the student with opportunities to improve his skills as teacher, performer or scholar beyond the bachelor's degree. Upon acceptance by the Graduate School, each student may request or will be assigned by the Chairman of the Department of Music an adviser who will oversee his progress, help to plan his sequence of courses, and who will be responsible for the formation of his thesis or recital committee.

Prerequisite: Undergraduate degree with major in music or its demonstrated equivalent.

Entrance Requirement: Placement examinations will be required in theory, music history, piano proficiency and principal performing medium. The adviser will use the results of these examinations to determine areas of deficiency and to prescribe specific electives.

CURRICULUM FOR MASTER OF ARTS IN MUSIC

Major Offerings: (a) Music History and Literature, (b) Music Theory and Composition, (c) Music Performance.

Credit Hours Required: 30 semester hours.

I. Core courses prerequisite for further study and required of all candidates for M.A. degree:

Mus	500	Bibliography of Music	3 s.h.
Mus	516	Analytical Techniques	3 s.h.
Grad	515	Research Techniques	<u>2 s.h.</u>
			8 s.h.

II. Additional Requirements:

A. Music History and Literature Major	
Grad 550 Thesis	4 s.h.
B. Music Theory and Composition Major	
Grad 550 Thesis or Composition	4 s.h.
C. Music Performance Major	
Mus 540-612 Applied Music	12 s.h.
Grad 550 Recital	4 s.h.

III. Electives:

A. Music History and Literature Major	18 s.h.
(12 semester hours must be in major area)	

- B. Music Theory and Composition Major 18 s.h.
(12 semester hours must be in major area)
- C. Music Performance Major 6 s.h.
(None may be taken in Applied Music)

CURRICULUM FOR MASTER OF EDUCATION IN MUSIC EDUCATION

Students working for this degree will complete 30 semester hours of work in accordance with the following divisions.

I. Music

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|---------------------|----------------------------|--------|---------|
| A. Music 518, 519 | Comprehensive Musicianship | 6 s.h. | 10 s.h. |
| B. Appl Mus 501-670 | Applied Music | 4 s.h. | |

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|----------------|---------------------------------|--------|--------|
| II. A. Mus 520 | Foundations of Music Education | 2 s.h. | 4 s.h. |
| B. FdEd 513 | Social Foundations of Education | 2 s.h. | |

III. Music Education—In consultation with the graduate adviser, students select 6 s.h. from the following:

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|------------|---|--------|--------|
| A. Mus 535 | Psychology of Music Education | 2 s.h. | |
| B. Mus 536 | Advanced Technology of Music Teach. | 2 s.h. | |
| C. Mus 533 | Comparative Choral Techniques | 2 s.h. | 6 s.h. |
| D. Mus 534 | Practicum in Instrumental Music | 2 s.h. | |
| E. Mus 528 | Contemporary International Approaches to Elementary Music Education | 2 s.h. | |

- IV. Elective Courses—Chosen from current course offerings listed in the Graduate School Catalog *4 or 4-6 s.h. **6 s.h.

V. Research Techniques

- | | | | |
|-------------|----------------------------------|----------|----------------|
| A. Mus 532 | Research in Music Education | 2 s.h. | **4 or |
| B. Grad 550 | Independent Study—Thesis—Recital | 2-4 s.h. | <u>*6 s.h.</u> |
| Total | | | 30 s.h. |

One of the following options may be elected: a recital, thesis or other approved independent research, perhaps relating directly to the candidate's own area of specialization in teaching.

*Students completing 6 s.h. in Research Techniques will take 4 s.h. of Elective courses.

**Students completing 4 s.h. in Research Techniques will take 6 s.h. of Elective courses.

COURSE DESCRIPTIONS

Mus 500 Bibliography of Music 3 s.h.

Introduces graduate students to the various types of music, music literature and bibliographical tools which exist and which may be used in research in music. As a project, each student will prepare an extensive annotated bibliography of a musical subject within his special interest.

Mus 501 Advanced Choral Conducting 2 s.h.

Material will include large choral works with and without accompaniment. The student will be expected to develop skills in reading score.

Mus 502 Advanced Instrumental Conducting 2 s.h.

An intensive study of large instrumental works will be undertaken. The skill development of each individual will be stressed.

- Mus 503 Music of the Baroque Era 3 s.h.**
A survey of music from about 1600 to about 1750.
- Mus 504 Music of the Classic Era 3 s.h.**
A survey of music from about 1725 to about 1827.
- Mus 505 Music of the Romantic Era 3 s.h.**
A survey of music from about 1800 to 1910.
- Mus 507 Music of the 20th Century 3 s.h.**
A survey of the principal stylistic trends in music from 1900 to the present.
- Mus 508 Music of the 16th Century 3 s.h.**
A survey of music from about 1500 to about 1600.
- Mus 510 Seminar in Music 3 s.h.**
The subject matter will change each semester at the pleasure of the instructor. Students will make presentations and write an extensive research paper. The seminar may be repeated provided the subject matter is not. It may be taken more than twice with departmental approval. Topics will be chosen so that an in-depth study can be made of narrowly defined areas, such as life and/or works of a specific composer or group of composers, etc. "Early Romantic Piano Music," "The Music Drama of Wagner," "Electronic Music," "Shenkerian Analysis," etc.
- Mus 511 Composition 2 s.h.**
Composition of Music in the various song forms through the rondos and the larger sonata allegro form. The student will be guided in his compositional attempts by careful analysis of similar forms of major composers. Instruction will be highly individualized and will depend considerably on the personal interest of the student.
- Mus 512 Advanced Orchestration 2 s.h.**
Consideration will be given to the problems of scoring for the full symphony orchestra, the string orchestra and the chamber orchestra. Students will be expected to produce a full score and orchestra parts so that the orchestration may be tested by actual playing by the University Symphony.
- Mus 513 Advanced Band Scoring 2 s.h.**
The problems of scoring for the modern concert band will be considered in detail. In addition, the problems of scoring for the brass band, the woodwind choir, and the percussion ensemble will also be considered.
- Mus 514 Advanced Choral Arranging 2 s.h.**
Four-part writing for chorus will be reviewed. Five, six, seven, and eight-part writing will comprise the large part of the course. Special consideration will be given to the problem of writing for men's voices and for women's voices.
- Mus 515 Canon, Double Counterpoint, and Fugue 2 s.h.**
The application of contrapuntal techniques through analysis and creative writing. Included will be the study and writing of two- and three-voice canons; two- and three-part inventions; and two-, three-, and four-voice fugues.
- Mus 516 Analytical Techniques 3 s.h.**
A study of representative compositions of various periods, with emphasis on formal harmonic and stylistic analysis. The student will develop the basic analytical techniques necessary for the analysis of music of any period.
- Mus 518-519 Comprehensive Musicianship 6 s.h.**
All musicians, whether performers, teachers, composers or scholars, share common professional needs. Various competencies have been developed to some

extent at the undergraduate level in the traditional course sequence of sight-singing, ear training, harmony, counterpoint, orchestration, conducting and music literature. Comprehensive Musicianship combines these concepts and skills at an advanced level using an integrated approach. Emphasis is placed on studies which prepare the student to function in a variety of musical roles which are supportive of his major concentration.

Mus 520	Foundations of Music Education	2 s.h.
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A study of the historical, philosophical and social foundations of music education including current trends in educational thought and their implications for the school music program.

Mus 521	Music Literature and Materials (NON-MUSIC MAJORS ONLY)	2 s.h.
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The purpose is to further enhance the musical background of the elementary teacher through acquaintance with suitable literature and materials. (See Elementary Education Program).

Mus 528	Contemporary International Approaches to Elementary Music Education	2 s.h.
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An introduction to new developments in elementary music education practices based on the techniques originated by Carl Orff in Germany, Zoltan Kodaly in Hungary and Shinichi Suzuki in Japan. Authentic adaptations of music and materials will be used in lecture, demonstration and workshop situations.

Mus 529	Advanced String Pedagogy	2 s.h.
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Study of the specific techniques and problems of teaching violin, viola, cello, and double bass in both individual and class situations.

Mus 531	Administrative Problems in Music Education	2 s.h.
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A review of the conventional administrative organization of music education in the public schools. The role of the music director, the music specialist, the consultant, and the music resource teacher will be carefully defined. Consideration will be given to the problems of scheduling in the public school. Current issues concerned with music education and public education in general will be considered including curriculum development.

Mus 532	Research in Music Education	2 s.h.
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The study of research techniques appropriate for music education including selection of a research problem, collection of data, types of research, survey of current research studies in music education and use of the library in connection with research problems. Elements of statistics are introduced as needed to interpret research reports. As part of the requirements for this course the student will prepare a written plan for a research project or thesis.

Mus 533	Comparative Choral Methods	2 s.h.
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Materials and procedures of the preparation of vocal groups for public performance. Several accepted, yet contrasting, approaches will be considered, ranging from the Christiansen technique to that of John Finley Williamson. Special attention will be given to program building.

Mus 534	Practicum in Instrumental Music	2 s.h.
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Consideration will be given to those materials and procedures which have been proven by actual use in the United States. These various approaches will be compared and given a critical analysis by the class. Rehearsal techniques, efficient use of time and basic motivation will be stressed.

Mus 535	Psychology of Music Education	2 s.h.
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An analysis of the latest evidence produced by the field of psychology in music education as applied in actual classroom situations.

A review of the latest developments in psychological research relating to specific education problems will be included.

Mus 536 Advanced Technology of Music Teaching 2 s.h.

The examination and application of modern communications media and their role in music education. The development of an experimental sound laboratory, the use of electronic devices, synthesizers and computers will be included in the course. The application of the systems approach and programmed learning to music education will also be explored.

Mus 537 Techniques of the Marching Band 2 s.h.

The theory and practical application of the fundamentals of precision drill will be studied in detail. Also, this course deals with building "half-time shows," materials and instrumentation of the marching band.

Mus 538 Marching Percussion Workshop 1-2 s.h.

Mus 539 Vocal Workshop — The Biolinguistic Approach 2 s.h.

The emphasis of study is placed upon the physiological structure and nature of singing in terms of the complete correlation and coordination of anatomy and psychology with performance, analysis, and training. This will be a practical, functional course correlating the latest scientific knowledge to the immediate needs of workshop members and of those they teach.

Applied Music (ApplMus 501-670) 1-4 s.h.

The following courses will be taught in the form of private lessons geared to the individual student and aiming at maximum progress of each student, depending on the background of the student and the time available. The student should for any series of lessons use the first number in programming for the first time, the second number for the second time, etc.

ApplMus	501, 551, 601, 651	Private Piano (Golz, Harrold, Malitsky, J. Staples, Vouklizas)
ApplMus	502, 552, 602, 652	Private Organ (Poland)
ApplMus	503, 553, 603, 653	Private Harpsichord (Poland)
ApplMus	505, 555, 605, 655	Private Voice (Cha, Dietz, Nelson, Wildeboor)
ApplMus	506, 556, 606, 656	Private Violin (Malitsky)
ApplMus	507, 557, 607, 657	Private Viola (Perkins, Malitsky)
ApplMus	508, 558, 608, 658	Private Cello (Staff)
ApplMus	509, 559, 609, 659	Private Bass Viol (Staff)
ApplMus	510, 560, 610, 660	Private Flute (Kessler)
ApplMus	511, 561, 611, 661	Private Clarinet (DiCicco, Knab)
ApplMus	512, 562, 612, 662	Private Oboe (Lloyd)
ApplMus	513, 563, 613, 663	Private Bassoon (Borst)
ApplMus	514, 564, 614, 664	Private Saxophone (Lloyd)
ApplMus	515, 565, 615, 665	Private Trumpet (Becker, Weber)
ApplMus	516, 566, 616, 666	Private French Horn (McNaughton)
ApplMus	517, 567, 617, 667	Private Trombone (Thorell)
ApplMus	518, 568, 618, 668	Private Baritone Horn (Bird)
ApplMus	519, 569, 619, 669	Private Tuba (Bird)
ApplMus	520, 570, 620, 670	Private Percussion (G. Olmstead)

PHILOSOPHY

Robert M. Hermann, Chairman

Benjamin C. Chan

Vincent J. Ferrara

Graduate courses in philosophy are primarily designed to provide elective study in an unfamiliar discipline for students teaching in the public schools. No graduate degree in philosophy is offered. Degrees toward which credit in these courses may be used are indicated in the curriculum requirements sections of the catalog. Research or thesis work may be done in philosophy with approval of the student's major program adviser.

COURSE DESCRIPTIONS

Phil 580 Readings in Religious Thought 2 s.h.

An examination of religion as a vital human phenomenon. The attempt is made to treat of classical and contemporary themes: origin of western theological thinking; alienation; contemporary atheism; definitions of the deity in western and eastern religions; the sacred; origins of religion.

Phil 581 Problems in Logic 2 s.h.

Difficulties of meaning (semantics), the formal structures of reasoning (syntactics), and the nature of truth finding (empirics). Fallacy.

Phil 582 Problems of Ethics 2 s.h.

The rational justification of moral judgments. Analysis of the function and meaning of moral language. (Staff)

Phil 583 American Philosophic Thought 2 s.h.

A study of the more influential and original philosophies developed in America from the colonial period to the present. (Staff)

Phil 584 Philosophy Seminar 2 s.h.

Area research in the discipline, considering various facets of a central problem. Students doing a thesis or research project in Philosophy will register for this course. (Staff)

PHYSICS

Richard E. Berry, Chairman

Gary Buckwalter, Director of Graduate Studies

Jerry Eddy

John Fox

Norman Gaggini

Kenneth Hershman

Patrick McNamara

John Matolyak

George Matous

Marilyn Noz

Daniel Reiber

David Riban

Richard Roberts

Dennis Whitson

The graduate program in physics offers a choice of two degrees. The degrees are a Master of Education with a major in physics and a Master of Science with a major in physics. The student obtaining a master's degree for fulfillment of certification requirements will usually select the Master of Education Degree. The student obtaining a master's degree for additional preparation for research or further graduate work will usually select the Master of Science Degree. Curriculum and requirement for these degrees are described in this bulletin.

With a wide range of possible courses and research areas available, the student is required to have the consent of his departmental adviser before selecting a course or initiating a research project. Adviser assignments are made as soon as the acceptance of a graduate student reaches the physics department. The graduate student should arrange appointments with his adviser by contacting the secretary in the physics office.

The theoretical physics courses are prerequisites for about half of the more advanced courses and should be taken at the first opportunity. Theoretical Physics I may not be required of students who have an adequate background in applied differential equations. Math 357 is a satisfactory substitute for our recent graduates. This should be discussed with your physics adviser before programming.

CURRICULUM FOR MASTER OF EDUCATION DEGREE

To major in physics, the student must have had at least General Physics, Atomic and Nuclear Physics, Electronics, Mechanics I and Optics or their approved equivalents as well as Mathematics through the equivalent of Analytic Geometry and Calculus II.

Students working for this degree will complete the 30 semester hours of work in accordance with the following divisions:

- I. Subject Matter Concentration — 16-22 semester hours from the following required & elective courses:

A. Required Courses

Phys 502 Theoretical Physics I 2 s.h.

Note: Not required of students who have credit for
Math 357 or its equivalent.

Phys 503 Theoretical Physics II 2 s.h.

Phys 512 Curriculum Developments in Secondary

School Physics 2 s.h.

Phys 521 Advanced Laboratory Practice I 2 s.h.

OR

Phys 522 Advanced Laboratory Practice II 2 s.h.

Phys 542 Analytic Mechanics II 2 s.h.

Phys 551 Electricity and Magnetism I 2 s.h.

Phys 552 Electricity and Magnetism II 2 s.h.

Note: Phys 551 and 552 will not be required of students
who have taken Phys 322 and 323 after Sept. 1966.

Phys 561	Quantum Mechanics I	2 s.h.
Phys 565	Introduction to Nuclear Physics	2 s.h.
Sci 576	Growth of Science and Its Concepts II	2 s.h.

B. Elective Courses

Phys 511	Secondary School Physics Laboratory Practices	2 s.h.
Phys 521	Advanced Laboratory Practice I	2 s.h.
Phys 522	Advanced Laboratory Practice II	2 s.h.
Phys 533	Thermodynamics	2 s.h.
Phys 535	Electronics	4 s.h.
Sci 575	Growth of Science and Its Concepts I	2 s.h.

Any Graduate Courses offered by the Mathematics or Natural Science Departments.

II. Research Techniques

The following course is required. It should be scheduled very early in the student's program.

Grad 515	Elements of Research or	
Phys 600	Methods of Research in Physics	2 s.h.

III. Foundations of Education

One course must be selected from these offerings:

FdEd 511	Historical Foundations of Education	2 s.h.
FdEd 512	Philosophical Foundations of Education	2 s.h.
FdEd 513	Social Foundations of Education	2 s.h.

IV. Thesis or Research Project

A thesis or research project is required of each student. The thesis may earn from two to four hours credit.

Grad 550	Thesis	2-4 s.h.
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A research project fulfills this requirement, but does not earn any semester hour credit.

V. Free Electives

The student may complete the 30 semester hour requirement by choosing from among any of the offerings of the graduate school, with, of course, the advice and approval of his graduate adviser. The student must satisfy any stated prerequisites for the elective courses which he chooses.

CURRICULUM FOR THE MASTER OF SCIENCE DEGREE

- I. Admission Requirements. Any student meeting the requirements of the graduate school and having either a B.A. or a B.S. with the major in physics will be permitted to initiate study in this curriculum. Students having other degrees that provide sufficient preparation in mathematics and physics may be permitted to initiate study with approval of the Chairman of Physics. Each student is required to pass a preliminary examination based on undergraduate and first year graduate courses before he will be fully admitted to this degree program.

- II. Subject Matter Concentration 18 s.h.

A primary objective of this curriculum is to bring every degree candidate to a definite level of proficiency in physics. To demonstrate the required level of

proficiency, the passing of the following 600 level courses is required:

Phys 641	Advanced Mechanics I	2 s.h.
Phys 642	Advanced Mechanics II	2 s.h.
Phys 651	Advanced Electromagnetic Theory I	2 s.h.
Phys 652	Advanced Electromagnetic Theory II	2 s.h.
Phys 661	Quantum Mechanics II	2 s.h.
Phys 662	Quantum Mechanics III	2 s.h.

Some of the recent senior level courses in universities provide sufficient background for a very able student to pass the above courses. Usually the adviser will suggest that the student take some of the 500 level courses in order to compensate for omissions in the student's preparation. A program of courses must be arranged with an adviser and be approved by the physics department.

III. Research Requirement 6 s.h.

Each Master of Science student is required to undertake an individual research problem under the direction of one of the Graduate Faculty. The 6 semester hour requirement is fulfilled by scheduling the following courses:

Grad 515	Elements of Research or	
Phys 600	Methods of Research in Physics	2 s.h.
Grad 550	Research and Thesis	4 s.h.

IV. Comprehensive Examination

Following the completion of the research requirement the student is required to pass a comprehensive examination on both research and required course requirements.

V. Free Electives

The student may complete the 30 semester hour requirement by choosing from among any of the offerings of the graduate school, with, of course, the advice and approval of his graduate adviser. The student must satisfy any stated prerequisites for the elective courses which he chooses.

COURSE DESCRIPTIONS

Phys 500 Special Studies 1-6 s.h.

A special topic may be offered at the discretion of the Department to fulfill a special necessity.

Phys 502 Theoretical Physics I 2 s.h.

The application of mathematical methods to physical theory. Included will be a brief review of differential and integral calculus, series expansions, partial differentials and first-order linear differential equations.

Phys 503 Theoretical Physics II 2 s.h.

Applications in theoretical physics of vector calculus, partial differential equations, Fourier series and Green's and Stokes' theorems. Prerequisite: Phys 502 or its equivalent.

Phys 504 Theoretical Physics III 2 s.h.

Serves as a preparation in mathematical physics for graduate students. Included will be vector and tensor analysis, matrices, infinite series, complex variables, and the calculus of residues. Prerequisite: Permission of Department.

Phys 505 Theoretical Physics IV 2 s.h.

As a continuation of Phys 504 this course will cover second-order differential equations, Sturm-Liouville Theory, gamma functions, Bessel functions, Legendre

functions and other special functions, Fourier series, integral transforms, integral equations and the calculus of variations. Prerequisite: Phys 504.

Phys 511 Secondary School Physics Laboratory Practice 2 s.h.

Designed not only to give the student training in the use of PSSC and Harvard Project Physics Laboratory materials, but also to increase his ability to make the laboratory a more effective teaching tool.

Phys 512 Curriculum Developments in Secondary School Physics 2 s.h.

Includes an intensive study of the curriculum developments in Secondary School Physics, such as PSSC and HPP. The philosophy, methodology and cognitive theory behind each curriculum will be considered. The laboratory equipment, experiments, and visual aids for each will be studied in their proper setting.

Phys 521 Advanced Laboratory Practice I 2 s.h.

Measurements of radioactivity using G-M, gas-flow, scintillation and solid state detectors. Determination of half-lives, beta-ray energies by absorption studies and gamma-ray energies by single and multi-channel pulse-height analysis.

Phys 522 Advanced Laboratory Practice II 2 s.h.

The selection of experiments will depend upon the student's previous training and interest. Emphasis will be placed upon interpretation of data. Interferometry, spectrometry, microwave optics, NMR and mechanical vibrating systems are some of the areas in which work may be done.

Phys 531 Atomic Structure 2 s.h.

Includes a brief review of fundamentals of electricity and magnetism. Following this, the major topics are charged particles, electron configurations, atomic spectra, atomic structure, waves and particles.

Phys 533 Heat and Thermodynamics 2 s.h.

Topics treated include temperature, laws of thermodynamics, the Carnot cycle, entropy, properties of ideal gases and pure substances, low temperature physics and application of thermodynamic principles.

Phys 535 Electronics 4 s.h.

Kirchoff's laws are reviewed and applied to AC circuits. Tube and transistor amplifiers, oscillators, negative feed-back amplifiers and various power supplies are constructed in the lab. Dual-trace oscilloscopes and other advanced laboratory instruments are used to explore the properties of circuit elements and amplifiers.

Phys 541 Analytical Mechanics I 2 s.h.

Kinematics, particle dynamics, gravitation, free and forced harmonic motion. The treatment of these topics utilizes the vector calculus and the differential and integral calculus.

Phys 542 Analytical Mechanics II 2 s.h.

Dynamics of rigid bodies, waves and vibrations, applications of Fourier Series and LaGrange's Equations.

Phys 551 Electricity and Magnetism I 2 s.h.

Coulomb's Law, electrostatic potential, Gauss' Law, dielectrics will be presented using vector calculus in a modern field formalism. Prerequisite: Phys 503.

Phys 552 Electricity and Magnetism II 2 s.h.

Biot and Savart's Law, induced emf, vector potential, displacement current, special relativity and electromagnetic radiation will be presented using techniques introduced in Phys 551. Prerequisite: Phys 551.

Phys 561 Quantum Mechanics I 2 s.h.

503. An introduction to the basic theory of wave mechanics. Prerequisite: Phys

Phys 565 Introduction to Nuclear Physics 2 s.h.

Radioactivity, nuclear structure, nuclear reactions and elementary particles.
Prerequisites: Phys 503 and 531 or its equivalent.

Phys 600 Methods of Research in Physics 2 s.h.

Offers the student practical training in the special methods and materials of research in Physics. Emphasis is placed on types of research, use of Physics and Physics-related journals and library facilities. Prerequisite: Permission of Department.

Phys 634 Statistical Mechanics 2 s.h.

Classical statistics and an introduction to Quantum statistics through both proper combinatorial procedures and theory of ensembles. Prerequisite: Phys 533 or equivalent.

Phys 641 Advanced Mechanics I 2 s.h.

Includes the following topics: LaGrange's Equations, Hamilton's Principle, Two body central force. Orthogonal Transformations, Euler Angles, Cayley-Klein parameters, Euler's Theorem. Prerequisite: Phys 312 or equivalent.

Phys 642 Advanced Mechanics II 2 s.h.

Rigid body mechanics, including Angular Momentum, Euler's equations, Projections, Special relativity, Covariant four dimensional formulation, Covariant Lagrangian formulation, Legendre transformation and Hamilton's Equations, Least Action Principle, Canonical Transformations, LaGrange and Poisson Brackets, Constants of Motion and Symmetry. Prerequisite: Phys 641 or equivalent.

Phys 651 Advanced Electromagnetic Theory I 2 s.h.

Electrostatics employing mathematical tools of advanced calculus. The boundary value problem, Green's functions, multipole expansions, and applications of various series approximations.

Phys 652 Advanced Electromagnetic Theory II 2 s.h.

Magnetostatics, Time dependent Electromagnetic fields. Radiation and the electromagnetic theory of optics, plasma physics.

Phys 657 Solid State Theory I 2 s.h.

Introductions to Crystalline structures. Thermal, Electric and magnetic properties of solids. Prerequisite: Phys 561.

Phys 661 Quantum Mechanics II 2 s.h.

Wave mechanics including WKB approximation, representation, central forces, the Hydrogen Atom, Spin. Prerequisite: Phys 561 or Permission of Department.

Phys 662 Quantum Mechanics III 2 s.h.

Linear Vector Spaces, Dirac Notation, Perturbation Theory, Born Approximation, Bound State and Time-Dependent Perturbations in Introduction to Scattering. Prerequisite: Phys 661.

Phys 690	Research Problems in Physics	1-6 s.h.
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Introduction to advanced research problems through individual assignment.
Prerequisite: Permission of Department.

PSYCHOLOGY

Richard D. Magee, Chairman

Douglas A. Ross, Director of Graduate Studies

Suzanne Barnett
Bruce D. Cartwright
Kenneth F. Edgar
David E. Graover
D. Robert Jacobs
Stanley W. Lore
Gary W. Patton
John W. Reid

Robert H. Rittle
Douglas A. Ross
Carl W. Schneider
Lloyd K. Stires
Gordon F. Thornton
Leon VandeCreek
George B. Walz

Affiliate Members:

James Beshai
James K. Klinedinst
Herbert I. Levit

Noel A. Plummer
Alan Rusnak

The psychology department offers a Master of Arts degree with concentrations in General Experimental Psychology and Clinical-Community Psychology. The areas of concentration are so designed that graduates will be prepared to either immediately assume responsibilities in appropriate professional settings or proceed to doctoral level study. Students interested specifically in community college teaching should enroll in the Master of Arts in Social Science program with a major in psychology and a minor in another social science discipline. The department also offers courses open to students following other degree programs in the graduate school.

MASTER OF ARTS IN PSYCHOLOGY

Admission Requirements — In addition to meeting the requirements for admission to the Graduate School, a student intending to work toward a Master of Arts in Psychology must have completed an undergraduate major in psychology, including courses in Experimental Psychology and Statistics, and earned a B average or higher in courses taken in psychology, have taken GRE's, and have submitted the psychology department admission form.

After completion of at least six hours of graduate work in psychology at Indiana, a student may formally apply to the Psychology Department's Graduate Admissions Committee for admission to degree candidacy. At this time, the applicant must have attained at least 3.00 GPA, present satisfactory scores on the Graduate Record Examination (both Aptitude and Advanced Tests) and recommendations from faculty members familiar with his work. He should also submit for approval a complete course program planned in consultation with his adviser.

The M.A. in Psychology will be awarded at the successful completion of 40 hours work in the Clinical-Community concentration or 30 hours work in the General Experimental Concentration. Course work requirements are as listed within the concentration areas.

Areas of Concentration

I. M.A. in Psychology with Concentration in General Experimental Psychology

Psy	501	Research Methods in Psychology I: Advanced Research Design and Analysis	3 s.h.
Psy	502	Research Methods in Psychology II: Theory and Techniques of Psychological Measurement	3 s.h.

*Electives in Psychology and Related Fields	20 s.h.
Grad 550 Thesis	4 s.h.

*Courses will be selected in consultation with the adviser to insure a background in the major areas of General Experimental Psychology.

II. M.A. in Psychology with Concentration in Clinical-Community Psychology

Psy 501	Research Methods in Psychology I: Advanced Research Design and Analysis	3 s.h.
Psy 502	Research Methods in Psychology II: Theory and Techniques of Psychological Measurement	3 s.h.
Psy 575	Advanced Psychological Practicum	9-12 s.h.
*Electives in Psychology and related fields		18-21 s.h.
Grad 550 Thesis		4 s.h.

*Courses will be selected in consultation with the adviser so that the student fashions a program appropriate for his strengths and weaknesses, and relevant to his occupational choice.

MASTER OF ARTS IN SOCIAL SCIENCE

(See Social Science for more complete description)

I. Major in Psychology

**Psy 501	Research Methods in Psychology I: Advanced Research Design and Analysis	3 s.h.
**Psy 502	Research Methods in Psychology II: Theory and Techniques in Psychological Measurement	3 s.h.
Psy 510	Community College Teaching Internship (Minor Field)	2 s.h.
	Community College Teaching Internship	2 s.h.
*Electives in Psychology		6-10 s.h.
*Electives in Minor Field		8-10 s.h.
Grad 550 Thesis		2-4 s.h.

II. Minor in Psychology

Psy 510	Community College Teaching Internship	2 s.h.
*Electives in Psychology		8-10 s.h.

*Courses will be selected in consultation with the adviser so that the student fashions a program appropriate for his strengths and weaknesses and relevant to his occupational choice.

**Grad 515 Elements of Research or SS 514 Research Methodologies in Social Science may be substituted with approval of the Department Chairman.

COURSE DESCRIPTIONS

Psy 501 Research Methods I 3 s.h.

Research designs stressing experimental and statistical controls appropriate to laboratory studies are examined; lab included. Prerequisites: Undergraduate courses in statistics and experimental psychology; Psychology major or minor. (Patton)

Psy 502 Research Methods II 3 s.h.

Research strategies characteristic of clinical psychology and applied social psychology will be studied. Prerequisites: Introductory courses in statistics and experimental psychology; Psychology major or minor. (Jacobs)

Psy 510 Community College Teaching Internship 2 s.h.

Designed to prepare community college instructors through an emphasis on the objectives, materials, techniques, and evaluation of general education programs in Psychology. Prerequisites: Psychology major or minor. (Ross)

Psy 530 Psychology of Growth and Development 2 s.h.

A comprehensive study of human growth and development from conception to death. Research findings in physiological, cognitive, emotional and social factors will be studied and applications made to the total development of one individual. Major developmental theories will be considered. (Lore)

Psy 533 The Psychology of Personality 2 s.h.

Provides an overview and integration of the major theories of personality. (Cartwright, Jacobs, Klinedinst)

Psy 534 Abnormal Psychology 2 s.h.

Theories of pathological behavior with reference to clinical and experimental data are studied. (Edgar)

Psy 536 Psychology of Learning 2 s.h.

Learning theories are explored in terms of their breadth, historical development, and impact upon educational philosophy and practices. (Grover, Walz)

Psy 540 Community Psychology and Mental Health 3 s.h.

Contemporary models of mental health and illness which stress the relationship between individuals and the social systems with which they interact are examined. (Magee)

Psy 541 Assessment of Intelligence 3 s.h.

The student is introduced to various tests of general ability and is given training in their administration, scoring and interpretation. Prerequisites: Course in Introduction to Psychological Measurement or its equivalent; departmental consent.

Psy 542 Assessment of Personality 3 s.h.

The student is introduced to various tests of interest and personality, and is given training in their administration, scoring, and interpretation. Prerequisites: Course in Introduction to Psychological Measurement or its equivalent; departmental consent.

Psy 545 Theory and Techniques of Psychological Intervention 3 s.h.

Provides an introduction to the major approaches to therapeutic psychological intervention; psychoanalysis, client-centered psychotherapy, group techniques and behavior modification are considered. Prerequisite: Departmental consent. (Edgar, Barnett)

Psy 546 Principles of Behavior Modification 3 s.h.

Applications of learning theory principles in changing maladaptive behavior, both on the individual and group levels will be examined. (VandeCreek)

Psy 550 Social Psychology of Change 3 s.h.

Models for influencing behavioral environments through using techniques designed to change social structures are examined. (Stires)

Psy 552 Environment and Behavior 3 s.h.

The effects of political, social and economic environments on individual and group behaviors are studied. (Stires, Jacobs)

Psy 558 Social Psychology 3 s.h.

Presents a scientific approach to the study of the behavior and experience of individuals in relation to other individuals, groups and culture. Prerequisite:

READING

Dr. George Zepp, Coordinator

There is a marked need for qualified and properly certified reading personnel in public and parochial schools at all levels of instruction. In particular, there is a noted shortage of both Reading Specialists and Reading Supervisors in the Commonwealth of Pennsylvania.

In keeping with these demands, Indiana University of Pennsylvania provides and directs the formal learning experiences of the Reading Specialists and Reading Supervisor at the graduate level. These learning experiences entail both classroom and clinical instruction by faculty members who are sincere and dedicated to the students and the programs. In addition, the faculty members represent a marked balance with a variety of backgrounds and areas of expertise — reading, elementary and secondary education, psychology and reading research.

Specific Requirements

Students seeking a Master of Education degree with a major in Reading and who desire certification as a Reading Specialist are required to complete a minimum of 30 semester hours of course work selected from the curriculum designed for the preparation of Reading Specialists.

Those students seeking certification as a Reading Supervisor must complete the Master of Education degree with a major in Reading, be certified as a Reading Specialist, and complete a minimum of 14 semester hours of course work selected from the Reading Supervisor's program of studies below.

Procedures for Admission

An applicant must first be admitted to the Graduate School as a qualified student. He then secures the Reading Program application packet from the Coordinator of the Graduate Reading Program (Room 312, Davis Hall), completes the forms and returns them to the Coordinator's office for review. Applicants may be requested to report for an interview with the Reading Faculty and will be notified of admission to the program.

Upon admission to the Reading Program, students should arrange to meet with the Coordinator to formulate an approved program of courses.

Criteria for final recommendation for certification as a Reading Specialist and/or Reading Supervisor are successful completion of required course work and recommendations of Reading faculty.

MASTER OF EDUCATION DEGREE IN READING

Reading Specialist Curriculum

I. Reading and Related Subject Matter		Minimum Hours — 12 s.h.
*Ed.	500 Basic Foundations of Reading Instruction	2 s.h.
*Ed.	501 Diagnosis and Remediation of Reading Disabilities . .	2 s.h.
*Ed.	502 Reading Practicum: Diagnostic Case Studies	2 s.h.
*Ed.	503 Reading Practicum: Remedial Case Studies	2 s.h.
Ed.	507 Instructional Materials in Reading for Children & Youth	2 s.h.
Ed.	508 Reading in the Content Areas	2 s.h.
*Ed.	509 Evaluative Instruments in Reading	2 s.h.
Ed.	510 The Teaching of Reading in the Secondary Schools	2 s.h.
Ed.	520 Reading Instruction for the Culturally Disadvantaged	2 s.h.
Ed.	596 Independent Study in Reading Education	2-4 s.h.

Ed.	597	Seminar in Special Problems in Reading	2 s.h.
Ed.	598	Research Seminar in Reading	2 s.h.
Ed.Ed.	547	Resource Material in Children's Literature	2 s.h.
II. Educational Psychology			Minimum Hours — 2 s.h.
EP	502	Advanced Educational Psychology	2 s.h.
EP	518	Interpretation of Psychological and Educational Tests	2 s.h.
EP	573	Advanced Psychology of Adolescent Education	2 s.h.
EP	561	Group Dynamics in Education	2 s.h.
III. Psychology			Minimum Hours — 2 s.h.
SpE	531	Psychology of the Exceptional Child & Youth	2 s.h.
PC	534	Abnormal Psychology	2 s.h.
SE	538	Psychology of the Gifted Child	2 s.h.
SE	539	Psychology of the Mentally Retarded	2 s.h.
PC	540	Community Psychology & Mental Health	2 s.h.
IV. Educational Research			Minimum Hours — 6-8 s.h.
*Grad.	515	Elements of Research	2 s.h.
Grad.	516	Statistical Methods I	2 s.h.
Grad.	517	Statistical Methods II	2 s.h.
Grad.	550	Thesis (Adviser)	1-2 s.h.
		(Committee)	3-4 s.h.
V. Foundations of Education			Minimum Hours — 2 s.h.
Fd.Ed.	511	Historical Foundations of Education	2 s.h.
Fd.Ed.	512	Philosophical Foundations of Education	2 s.h.
Fd.Ed.	513	Social Foundations of Education	2 s.h.

Reading Supervisor's Program

Minimum Hours — 14 s.h.

*Ed.	504	Remediation of Severe Reading Disability Cases	2 s.h.
*Ed.	505	Administration & Supervision of Reading Programs	2 s.h.
*Ed.	515	Decision Making in Curriculum Development	2 s.h.
*Ed.	570	Internship in Supervision of Reading Instruction	2-4 s.h.
Ed.	596	Independent Study in Reading Education	2-4 s.h.
Ed.	597	Seminar in Special Problems in Reading	2 s.h.
Ed.	598	Research Seminar in Reading	2 s.h.

*Required

COURSE DESCRIPTIONS

Ed 500 Basic Foundations of Reading Instruction 2 s.h.

Study of reading from beginnings (readiness) through the principles, problems, techniques, and materials designed to foster two types of growth; (1) growth "in" reading as children develop skills, abilities, and habits which enable them to progress toward maturity in reading i.e., as they become increasingly effective and skillful in this mode of communication and (2) growth "through" reading as children develop interests, attitudes and understandings which enable them to progress toward maturity in living i.e., as their personal and social life is enhanced as a result of reading.

Ed. 501 Diagnosis and Remediation of Reading Disabilities 2 s.h.

Discusses the general principles of diagnosis, types of diagnosis, specific approaches to diagnosis, utilization and examinations of group and individual tests, and methods and materials which may be used in the remediation of the disability.

Ed. 502 Reading Practicum: Diagnostic Case Studies 2 s.h.

Gives the enrollee the opportunity to put into practice the techniques of diagnosis he has learned in Ed. 502. By preparing a case study on a hypothetical pupil and then on an actual pupil who has been referred to the clinic because of a reading disability, the graduate student will have the advantage of administering and interpreting a battery of tests, formal and informal, that will hopefully lead to specific recommendations for further testing, if appropriate, and remediation. Prerequisites: Ed. 500 and Ed. 501.

Ed. 503 Reading Practicum: Remedial Case Studies 2 s.h.

While enrolled in this practicum the student will have the opportunity of a previously written case study. The study will design and implement the program, select the appropriate learning materials, administer further diagnostic tests to determine additional problems, if any, and make recommendations for further remediation. Prerequisites: Ed. 500, Ed. 501, Ed. 502.

Ed. 504 Remediation of Severe Reading Disability Cases 2 s.h.

Considers the scope of extreme disability cases, analysis and treatment. It includes: (1) primary and secondary classifications of reading difficulties; (2) specific patterns of syndromes of severe reading disabilities together with diagnosis and prognosis of them, and (3) specific treatment advocated for these disabilities.

Ed. 505 Administration and Supervision of Reading Programs 2 s.h.

The role of the administrator and reading supervisor in reading programs will be studied. Programs will be designed to achieve different purposes; supervision of classroom teaching, creation of new developmental programs, parental and public relations, reorganizing of current programs and survey of needs for program planning.

**Ed. 507 Instructional Materials in Reading for
Children and Youth 2 s.h.**

Designed to familiarize the student not only with the materials for teaching reading including basal reading series, comprehension development materials, word attack materials, audio-visual materials, and mechanical devices, but also the basic issues underlying the selection and use of reading instructional materials for learners in a basic reading instruction and the content areas in K-12.

Ed. 508 Reading in the Content Areas 2 s.h.

Emphasis is on problems relating to teaching students the reading and study skills specifically needed in each of the subject areas at the elementary and secondary school levels. Content teachers learn how to develop students' competence in these skills as part of their regular classroom instruction. Reading specialists study ways to help classroom teachers be more effective in this kind of instruction.

Ed. 509 Evaluative Instruments in Reading 2 s.h.

Introduces the student to various evaluative instruments used by reading specialists to diagnose the noneducational areas (intellectual, physical, emotional), and the educational (specific skills of comprehension, word recognition, etc.). The student will have the opportunity to evaluate, administer, and interpret a wide range of tests, and will work at either a familiarity or a proficiency level with the various instruments.

Ed. 510 The Teaching of Reading in the Secondary Schools 2 s.h.

A systematic study of the objectives, methods, materials, and organization of junior and senior high school reading programs.

Ed. 515 Decision Making in Curriculum Development 2 s.h.

Analysis of philosophical, sociological, psychological basis for the creation of curricular patterns, K-14. Includes utilization of technological devices, a critical examination of basic concepts underlying the determination of objectives, selection and organization of subject matter. Current curriculum research will be analyzed, as will existing instructional materials and programs.

Ed. 520 Reading Instruction for the Culturally Disadvantaged 2 s.h.

Methods and materials for the instruction of disadvantaged children and adults will be combined with a survey of the psychological and social understandings necessary to the instruction of the urban and under-educated.

Ed. 570 Internship in Supervision of Reading Instruction 2-4 s.h.

Students are assigned to various school systems and clinical agencies in which they perform as supervisors under the faculty of the University and selected local administration personnel. The internship includes research, discussions, evaluation of reading programs, and supervision of developmental, corrective, and remedial programs. The students participate in a weekly seminar which will deal with various areas that are related to the internship's activities under the leadership of the Reading faculty. This internship is designed for one full semester.

Ed. 596 Independent Study in Reading Education 2-4 s.h.

Students may pursue independent study designed to develop critical thinking and individual initiative through scholarly endeavor. The student, with the cooperation of the Reading Faculty member with whom he expects to work in the independent study and his Reading Faculty adviser, engages in a study individually or with a small group on some problem or field not clearly defined in existing courses which is of personal significance to him. Prerequisites are permission of the special independent study adviser and the Reading Faculty adviser.

Ed. 597 Seminar in Special Problems in Reading 2 s.h.

The focus will vary with attention being given to topics as diverse as reading disability, preschool reading instruction, adult literary programs, or the organization of school-wide reading programs.

Ed. 598 Research Seminar in Reading 2 s.h.

Will focus on a survey of research in the field of reading and its pedagogy, both historical and recent. Students will scrutinize and report on research in reading according to their interest. Areas of research concentration can vary each term. Prerequisite: Permission of Adviser.

ElEd. 547 Resource Material in Children's Literature 2 s.h.

Concerned with the selection and evaluation of children's literature as a resource for teaching and learning. Although traditional and modern literature in prose and poetry will be considered, much emphasis will be given to non-fiction. Ways will be studied to use these materials in the elementary school program.

ROMANCE AND CLASSICAL LANGUAGES

Charles W. Faust, Chairman

Herbert E. Isar, Director of Graduate Studies

Fernand Fisel

Joseph B. Spicker

Cruz Mendizabal

The Romance and Classical Language Department offers an opportunity to earn either the Master of Education Degree or the Master of Arts degree in Spanish.

The Master of Education Degree in Spanish is designed for persons teaching or intending to teach in public schools. Those who plan to obtain a doctorate, as well as candidates for a graduate degree who do not desire to enter teaching, are advised to earn the Master of Arts Degree in Spanish.

CURRICULUM FOR MASTER OF EDUCATION DEGREE (SPANISH)

Students working for this degree will complete 30 semester hours and a research project. A minimum of 18 semester hours in subject matter content (i.e., Spanish) must be included, unless the candidate elects FL 525. In that case, a minimum of 12 semester hours in Spanish will be required. A reading knowledge of French or of a second foreign language acceptable to the Department must be demonstrated at the time the student is admitted to candidacy for the degree with a major in Spanish.

The research project carries two credits which cannot, however, be earned by reducing the credit requirement in the Subject Matter Concentration Area.

I. Subject Matter Concentration Area — FL 525 and 12 semester hours or 18 semester hours, minimum, but vide infra.*

Span	510	History of the Spanish Language	2 s.h.
Span	511	Stylistic Studies	2 s.h.
Span	512	Advanced Composition and Conversation	2 s.h.
Span	520	Medieval Spanish Literature	2 s.h.
Span	521	Sixteenth Century Spanish Prose	2 s.h.
Span	522	Seminar on Cervantes	2 s.h.
Span	523	Seminar on Perez Galdos	2 s.h.
Span	524	Seminar in the Generation of 1898	2 s.h.
Span	525	Hispanic Poetry since 1888	2 s.h.
Span	526	The Spanish Novel after the Civil War	2 s.h.
Span	530	Hispano-American Authors (Social themes)	2 s.h.

II. Suggested Related Studies

Eng	521	Modern European Fiction	2 s.h.
Eng	544	Seminar in the Psychology of Language	2 s.h.
FL	521	Language and Society**	2 s.h.
FL	525	Valladolid (Optional)*	6 s.h.
Geog	527	Mexico, Middle America and West Indian Islands	2 s.h.
Geog	528	South America	2 s.h.
Hist	542	Contemporary Latin American Problems	2 s.h.
Anth	592	Comparative Cultures***	3 s.h.
Anth	593	The Science of Culture	3 s.h.

*If undergraduate credits were obtained for study at the University of Valladolid, FL 525 cannot be taken, and the candidate will satisfy requirements by taking thirty credits (eighteen in Spanish) at the Indiana University of Pennsylvania.

**Cannot be taken if candidate received undergraduate credit for Ling. 421.

***Prerequisite: Introductory Anthropology on the undergraduate level.

III. Foundations of Education — any 4 semester hours selected from:

FdEd	511	Historical Foundations of Education	2 s.h.
FdEd	512	Philosophical Foundations of Education	2 s.h.
FdEd	513	Social Foundations of Education	2 s.h.

IV. Research Techniques — the following course is required. It should be scheduled early in the student's program but not as a first (graduate) course.

Grad	515	Elements of Research	2 s.h.
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CURRICULUM FOR MASTER OF ARTS DEGREE (SPANISH)

Students working for this degree will complete a minimum of 30 semester hours which include a research paper. A minimum of 20 semester hours in subject matter content (i.e., Spanish) must be included, unless the candidate elects FL 525. In that case, a minimum of 14 semester hours in Spanish will be required. A reading knowledge of French or of a second foreign language acceptable to the department must be demonstrated before the student is admitted to candidacy for the degree (M.A. in Spanish).

I. Subject Matter Concentration Area: FL 525 and 14 semester hours or 20 s.h., minimum, but vide infra.*

Span.	510	History of the Spanish Language	2 s.h.
Span.	511	Stylistic Studies	2 s.h.
Span.	512	Advanced Composition and Conversation	2 s.h.
Span.	520	Medieval Spanish Literature	2 s.h.
Span.	521	Sixteenth Century Spanish Prose	2 s.h.
Span.	522	Seminar on Cervantes	2 s.h.
Span.	523	Seminar on Perez Galdos	2 s.h.
Span.	524	Seminar in the Generation of 1898	2 s.h.
Span.	525	Hispanic Poetry since 1888	2 s.h.
Span.	526	The Spanish Novel after the Civil War	2 s.h.
Span.	530	Hispano-American Authors	2 s.h.

II. Suggested Related Studies

Anth.	592	Comparative Cultures**	3 s.h.
Anth.	593	The Science of Culture	3 s.h.
Art	527	Renaissance Art	2 s.h.
Eng	521	Modern European Fiction	2 s.h.
Eng	544	Seminar in the Psychology of Language	2 s.h.
FL	521	Language and Society (required)***	2 s.h.
FL	525	Valladolid (optional)*	6 s.h.
Geog.	527	Mexico, Middle America and West Indian Islands	2 s.h.
Geog.	528	South America	2 s.h.
Hist.	542	Contemporary Latin American Problems	2 s.h.
PolS	581	Political Systems: Latin America	3 s.h.
Soc. Sci.	598	Argentine Seminar*	2 s.h.

and other graduate courses at IUP with prior approval of the graduate student's adviser.

III. Research Techniques — the following course is required. It should be scheduled early in the student's program but not as a first graduate course.

Grad.	515	Elements of Research	2 s.h.
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IV. Grad. 550 No-Committee Thesis (Research Paper) 2 s.h.

*If undergraduate credits were obtained for study at the University of Valladolid, FL 525 cannot be taken, and the candidate will satisfy

requirements by taking thirty credits (twenty in Spanish) at the Indiana University of Pennsylvania. Furthermore, since a maximum of six graduate credits can be earned abroad, a combination of FL 525 and Soc.Sci. 598 is to be avoided.

****Prerequisite:** Introductory Anthropology on the undergraduate level.

****Cannot be taken if candidate received undergraduate credit for Ling. 421.**

NOTE: The above took effect at the time the Graduate Council and Senate approved the M.A. program, with the understanding that no credits may be applied toward both the M.A. and the M.Ed. degrees. Students already enrolled at the time of approval (March/April 1973) opt for one or the other degree.

COURSE DESCRIPTIONS

FL 521 Language and Society 2 s.h.

Designed to acquaint the student with the salient facts of language and its fundamental role in the development and continuity of society and culture. Some points considered are: language families and their characteristics, factors of linguistic change and development, reciprocal influences of culture and language, linguistic borrowing, psycholinguistics, and systems of writing. (Open to non-majors and majors)

FL 525 Foreign Study (optional) 6 s.h.

Intensive study of the Spanish language and culture at the University of Valladolid, Spain, from approximately February 1 to July 1. For a detailed description vide the annual Indiana University publication, THE PENNSYLVANIA-VALLADOLID STUDY IN SPAIN PROGRAM.

NOTE: In the case of candidates for an advanced degree in a field other than Spanish, the 6 credits earned in FL 525 can be applied toward the Master's Degree at Indiana University, representing elective credits.

FL 525 is of exceptional interest and value to persons who have begun the teaching of Spanish in recent years.

In addition to the annual Indiana University of Pennsylvania publication, *The Pennsylvania-Valladolid Study in Spain Program*, vide the annual pamphlet, *Curso de estudiantes norteamericanos de la "Indiana University of Pennsylvania"*, printed by the Facultad de Filosofia y Letras (School of Arts and Sciences), University of Valladolid, Spain. (The latter publication is available at the office of the Program Director, Dept. of Romance and Classical Languages, Indiana University of Pennsylvania.

Span 510 History of the Spanish Language 2 s.h.

The development of Castilian (phonological, morphological, semantic and syntactic) from the earliest written records to the present time; dialects and dialect geography, particularly in Spanish America; vocabulary borrowing as indicative of cultural imports.

Span 511 Stylistic Studies 2 s.h.

Intensive and detailed analysis of selected modern prose works, preferably the novel and essay, with emphasis upon the study of syntax, idiomatic elements, and colloquialisms. Written and oral reports in Spanish.

Span 512 Advanced Composition and Conversation 2 s.h.

Stresses the acquisition of fluency in speech and accuracy in written work in Spanish. Supervised teaching on the part of the graduate student in the course will develop poise while intensifying the ability to speak with ease and to correct mistakes in writing.

- Span 520** **Medieval Spanish Literature** **2 s.h.**
 Study of representative texts from the origins through the fifteenth century, the epic, the chronicle, the theater, the ballad. The *Cantar de Mio Cid*, *Auto de los Reyes Magos*, and the Roncesvalles fragment will be dealt with in depth; significant portions of other items will be read.
- Span 521** **Sixteenth Century Spanish Prose** **2 s.h.**
 A study of the most representative prose genres of the period, viz., mystic and didactic prose, and the pastoral, historical, and picaresque novel, with emphasis on the writings of the mystics and on the picaresque novel.
- Span 522** **Seminar on Cervantes** **2 s.h.**
 Analysis of the thought and style of Cervantes, with special emphasis on the *Quixote*.
- Span 523** **Seminar on Perez Galdos** **2 s.h.**
 Analysis of the spiritual orientation (e.g., Christian existentialism), thought, and style of the author, notably in his *Novelas Contemporaneas*. Oral and written reports in Spanish.
- Span 524** **Seminar in the Generation of 1898** **2 s.h.**
 Intensive study of the historical and ideological significance and literary contribution of the galaxy of writers known as the Generation of '98, notably Unamuno, "Azorin", Benavente, Baroja, Ortega, and Blasco Ibanez.
- Span 525** **Hispanic Poetry since 1888** **2 s.h.**
 Ruben Darjo and the rise of *modernismo* in Spain and Spanish America; poetry and the Generation of '98; reactions against *modernismo*.
- Span 526** **The Spanish Novel after the Civil War** **2 s.h.**
 Detailed analysis of the impact of the Spanish Civil War in its triple consideration as an ideological, political, and social conflict, on the novel and the subsequent evolution of Spanish narrative. Significant works by Cela, Gironella, Laforet, Delibes, Quiroga, Matute, and Goytisolo will be read. Oral and written reports in Spanish.
- Span 530** **Hispano-American Authors (Social Themes)** **2 s.h.**
 Study of the most significant texts from colonial times to the present, the chronicle, poetry, essay, and especially the modern novel as the main exponent of the problems confronting Spanish-American society.
 Note that all courses, except FL 521, are conducted in Spanish.

SCIENCE

Charles R. Fuget, Director
Division of Natural Science and Mathematics

This degree is designed for teachers who are teaching General Science, for those who teach more than one science subject, and for those who have a deficiency in one or another of the fields of science. It may be to their advantage to be able to select courses from a variety of fields. The Master of Education degree with a major in Science should enable such teachers to upgrade their teaching by selecting suitable courses from the electives in the various fields listed under the Biology, Chemistry, Geoscience, and Physics headings. Students should study the prerequisites carefully to make sure they have the background for the courses they wish to take.

CURRICULUM FOR MASTER OF EDUCATION DEGREE IN SCIENCE

In order for a student to major in Science, he must have completed one year of undergraduate work in Biology, Chemistry, and Physics.

Students working for this degree with a major in Science will complete the thirty (30) semester hours of work in accordance with the following divisions:

- I. Subject Matter Concentration Area — 14-22 semester hours of work in subject matter content is to be selected from the various courses in the major areas of Biology, Chemistry, Geoscience and Physics with the approval of the candidate's adviser.
- II. Professional Studies — 4-10 semester hours of work, including Independent Study — Thesis to be selected from the following:

Grad	516	Statistical Methods I	2 s.h.
LRes	500	Seminar in Learning Resources	2 s.h.
Grad	550	Independent Study — Thesis	2-4 s.h.
SE	531	Psychology of the Exceptional Child	2 s.h.
EdPsy	580	Studies in Pupil Adjustment	2 s.h.

- III. Foundations of Education—2 semester hours of work to be selected from the following courses:

FdEd	511	Historical Foundations of Education	2 s.h.
FdEd	512	Philosophical Foundations of Education	2 s.h.
FdEd	513	Social Foundations of Education	2 s.h.

- IV. Research Techniques — the following course is required. It should be scheduled early in the student's program:

Grad	515	Elements of Research	2 s.h.
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In certain courses in the science department, additional laboratory time may be required beyond the regularly scheduled periods. Students who select a four-credit sequence are required to complete the sequence.

COURSE DESCRIPTIONS

Sci 572 **Experimental Techniques in Chemistry and Physics** **2 s.h.**

Emphasis will be placed on scholarly experience in experimentation, observation, and application of scientific concepts. Classroom and lecture demonstrations will be prepared, presented, and evaluated by students and instructor. Special attention will be given to the development of new ideas and new ways of presenting scientific principles. Prerequisites: Chemistry 1, II, Physics 1, II (Bordas)

Sci 573-574 Computations in Physics and Chemistry 4 s.h.

Designed to help the teacher of physics and chemistry, who has a limited background in mathematics, to become more skillful in the solution of problems usually encountered in physics and chemistry courses. It should also provide him with a more adequate background to deal with the problems in his courses in the graduate program. (Mathematics Staff)

Sci 575 The Growth of Science and Its Concepts I 2 s.h.

Traces the development of the Science concepts like time, matter and motion in Astronomy, Biology, Chemistry, Geology and Physics and their interaction with the growing society of Western Civilization from the earliest beginnings to the time of Newton. The treatment of these concepts will be essentially non-mathematical.

Sci 576 The Growth of Science and Its Concepts II 2 s.h.

The influence and development of the concepts like time, matter and motion on Science and Western Civilization are studied from Newton to the present time with emphasis on the ideas of Relativity and Quantum Theory. Stress will be placed on the non-mathematical understanding of the basic ideas. Science 576 may be taken without having had Science 575, if the student secures the permission of the instructor.

Bio 568 Biology Practicum 2 s.h.

Designed to convey to the high school biology teacher the knowledge of the preparation of culture media and solutions. Problems and techniques unique to the biological sciences with respect to demonstration material, handling and housing of plants and animals, safety in the laboratory and in the field, and the maintenance of equipment will be discussed. Theoretical and practical work will be done with the development of ongoing experiments and research projects. Handbooks and other resource materials useful in the "laboratory approach" to biology will be given special attention.

SCIENCE FOR THE ELEMENTARY SCHOOL TEACHER

Francis W. Liegèy, Chairman

Robert N. Moore, Director

Thomas E. Conway
Joseph J. Costa
Gary M. Ferrence
Walter H. Granata, Jr.
William I. Heard
Leon J. Hue
Robert King
Jack Kuhns
Robert N. Moore

Frederick R. Park
Paul Prince
David M. Riban
Fred Schrock
Martin L. Stapleton
Connie Sutton
Richard F. Waechter
Richard E. Wolfe

The program leading to a Master of Education Degree in Elementary Science is designed to give elementary teachers depth and competency in the content areas of the physical and biological sciences. The assemblage of courses cited below should prepare the student for work as an Elementary Science resource person within his school or school district. Except for Bio 500 and Geos 570 all of these courses are not open to majors in Biology, Chemistry, or Physics.

Following admission to the graduate school, each candidate is expected to appear before the Elementary Science Committee. At this meeting the candidate will be assigned to an advisor who will assist the student in planning the program of study deemed most appropriate for his professional growth. This advisor may also assist the student in selecting, preparing, and presenting his thesis or research project.

CURRICULUM FOR MASTER OF EDUCATION DEGREE

This program is not intended for certification in science at the secondary level. It is designed to provide the elementary teacher with an opportunity to increase his ability to teach science at the elementary level. Students working for this degree with a major in Elementary Science will complete the 30 semester hours of work in accordance with the following divisions:

I. Subject Matter Concentration Area — 14-22 semester hours of work in subject matter content are to be selected from the following courses, except that a more advanced course may be required by the adviser if the background of the student warrants. It should be noted that in some courses in Elementary Science additional laboratory time may be required beyond the regularly scheduled periods.

EISc	510	Education in the Out-of-doors	2 s.h.
EISc	511	Education in the Out-of-doors	2 s.h.
EISc	530	Quantitative Tools for Elementary Science	2 s.h.
EISc	540	Chemistry I	2 s.h.
EISc	541	Chemistry II	2 s.h.
EISc	550	Physics I	2 s.h.
EISc	551	Physics II	2 s.h.
EISc	560	Botany I	2 s.h.
EISc	561	Botany II	2 s.h.
EISc	564	Zoology I	2 s.h.
EISc	565	Zoology II	2 s.h.
EISc	566	Conservation	2 s.h.
EISc	568	Field Biology I	2 s.h.
EISc	569	Field Biology II	2 s.h.

ElSc	570	Geology	2 s.h.
ElSc	574	Meteorology	2 s.h.
ElSc	580	Astronomy	2 s.h.
Math	521	Basic Concepts in Mathematics	2 s.h.
Geos	570	Oceanography I	2 s.h.
ElSc	588	Field Natural History of Western Pa.	2 s.h.
Bio	500	Special Studies	2-6 s.h.

II. Professional Studies — 4-10 semester hours of work including research paper or the thesis to be selected from the following:

LRes	500	Seminar in Learning Resources	2 s.h.
Grad	516	Statistical Methods I	2 s.h.
Grad	550	Thesis	2-4 s.h.
El	501	Diagnosis and Remediation of Reading Disabilities	2 s.h.
El	531	Curriculum Problems in Elementary Education	2 s.h.
El	542	Mathematics in the Elementary School	2 s.h.
El	543	Resource Materials in Elementary Science	2 s.h.
El	544	Recent Trends in Elementary Language Arts	2 s.h.
El	548	Creativity and the Elementary School Child	2 s.h.
El	551	Recent Innovations in Elementary Education	2 s.h.
El	552	Evaluating the Elementary School	2 s.h.
El	553	Supervision and Improvement of Instruction in the Elementary School	2 s.h.
El	555	Recent Trends in Human Development and Learning	2 s.h.
Ed Psy	580	Studies in Pupil Adjustment	2 s.h.
Psy	536	Psychology of Learning	2 s.h.
ElSc	592	Elementary Science Curriculum	2 s.h.

III. Foundations of Education—2 semester hours of work to be selected from the following courses:

FdEd	511	Historical Foundations in Education	2 s.h.
FdEd	512	Philosophical Foundations in Education	2 s.h.
FdEd	513	Social Foundations of Education	2 s.h.

IV. Research Techniques — the following course is required. It should be scheduled early in the student's program:

Grad	515	Elements of Research	2 s.h.
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COURSE DESCRIPTIONS

ElSc 510-511 Education in the Out-of-doors 4 s.h.

Specifically designed to teach the elementary teacher to coordinate all of the elementary subjects into lessons taught in the out-of-doors that cannot ordinarily be taught in the classroom. Four (4) hours of laboratory. (Summers only) (Hue, Kuhns)

ElSc 530 Quantitative Tools for Elementary Science 2 s.h.

Designed to help the elementary teacher become acquainted with and gain proficiency in the quantitative aspects of science. The emphasis will be on practical problem solving related to typical laboratory data. Considerable time will be spent on instruments, instrument calibration, graphing, and graph interpretation (interpolation and extrapolation). The area under the curve idea and the meaning of slope on a graph will be explored extensively. Concentrated instruction in the use of the slide rule, use of logarithms and algebra, trigonometric functions, scientific notation and significant figures will be used as tools to achieve the above objectives. (Wolfe)

ElSc 540-541 Chemistry I, II 4 s.h.

Designed to help the elementary teacher become acquainted with chemistry as it is today. They approach the study of chemistry through investigation. Unifying principles of chemistry will be developed placing emphasis on experimentation. No previous college chemistry is necessary as a prerequisite. They are laboratory-centered courses. It is planned that experiences be provided to furnish data for a background in which principles and topics are discussed. The methodology employed provides experiences that elementary teachers will find helpful in teaching science in the grades. Three (3) hours of lecture and/or laboratory per week for each course. It is necessary to complete Chemistry I before scheduling Chemistry II. (Heard, Costa)

ElSc 550-551 Physics I, II 4 s.h.

Designed to increase the elementary teacher's knowledge and understanding of the concepts, methods, and experimental techniques of physics as a background for the teaching of that part of science in the elementary school. It is not the purpose to list what physics should be taught in the elementary grades nor how to teach it. The period will be devoted to lecture, class discussion and/or laboratory work. Physics I should be completed before Physics II is undertaken. (Riban)

ElSc 560 Botany in Elementary Science Education I 2 s.h.

A laboratory course involving a study of flowering plants. Plant structure and processes will be studied. Utilizing plans of the immediate environment, consideration will be given to the economic importance of plant and plant ecology. (Schrock)

ElSc 561 Botany in Elementary Science Education II 2 s.h.

This laboratory course is devoted to a study of non-flowering plants. The life histories of a limited number of representative plants will be studied and the physiology, ecology and economic importance of the various lower plant groups will be considered. (Schrock)

ElSc 564 Zoology in Elementary Science Education I 2 s.h.

A laboratory and field study course that begins with a survey of zoological taxonomy and proceeds with the study of representative invertebrate taxa. Emphasis is placed upon forms which may be observed or collected in the field during fall and early winter. (Stapleton)

ElSc 565 Zoology in Elementary Science Education II 2 s.h.

A laboratory and field course which stresses the natural history of vertebrate forms and their ecological relationships. General embryological and genetic principles are considered. Homologous structures are compared and their functions studied. Principles of animal behavior are introduced. (Stapleton)

ElSc 566 Conservation 2 s.h.

A new concept in conservation — corrective and preventive conservation for man's survival. The problems of pollution and population are the central theme. Field work is required. (Ferrence or Hue)

ElSc 568-569 Field Biology I, II 4 s.h.

A laboratory course that will acquaint the elementary teacher with the biological environment outside of the classroom and will also provide a number of activities that are applicable to the elementary school. Four (4) hours of laboratory. (summers only) (Waechter)

ElSc 570 Geology 2 s.h.

Designed specifically for those students enrolled in the elementary science program. One semester of descriptive geology is assumed as a geology background. Other students should acquire the consent of the instructor. Includes a study of rocks and geology formations as they are related to elementary science.

Past history of the earth, as well as present day geologic phenomena are discussed. Field trips and laboratory work are part of the course. Two (2) hours of lecture and/or laboratory. (Park)

ElSc 574 Meteorology 2 s.h.

The fundamentals of weather and weather instruments are discussed. Familiarization with weather instruments, maps, and records, as well as activities applicable to elementary science are underscored throughout the course. Two (2) hours of lecture and/or laboratory. (Prince)

ElSc 580 Astronomy 2 s.h.

A descriptive and qualitative study of stellar and solar system Astronomy. The topics include telescopes and space travel at a level adaptable to the elementary school classroom and involve techniques for their presentation. Two (2) hours lecture and/or laboratory. (Woodard)

ElSc 588 Field Natural History of Western Pennsylvania 2 s.h.

Bus and automobile travel throughout Western Pennsylvania will constitute the entire course. Places of interest in ecology, geology, and conservation, and nature study will be visited. Offered in pre- or post-session only. Travel may require that the student be away from the campus for several days at a time. A travel assessment based upon needs will be made. (Ferrence)

ElSc 592 Elementary Science Curriculum 2 s.h.

This course is concerned with the various approaches to the teaching of science and the elementary basis for these approaches. The study of new curricula that are being used in the elementary schools and their psychological relationships are covered. Two (2) hours of class. (Ferrence)

Geos 570 Oceanography I

See description under Geoscience. (Prince)

SOCIAL SCIENCE

Raymond L. Lee, Associate Dean

David M. Azimi	Richard F. Heiges	Dorothy A. Palmer
Patrick A. Carone	Harry Holt	Edward E. Platt
Edward Chaszar	Marvin Huff	Downey Raibourn
John Cross	David S. Keene	Chancy R. Rawleigh
Wayne Davis	Rudolph Kraus	Willis Richard
Alexander Garvin	Myron Levenson	Bert A. Smith
Virginia Gerald	Robert L. Morris	Donald A. Walker
Brooke Grant	Esko E. Newhill	Stephen B. Ware
Ronald C. Green	Anja Olin-Fahle	Edward Wilson

The Master of Education Degree with a major in Social Science is designed to give secondary teachers greater depth and competency in the subject matter and research techniques of the social sciences.

Each student admitted to the Graduate School will be assigned to an adviser in the Social Science Division. All courses must be approved by that adviser.

Students working for this degree will complete a minimum of 30 semester hours of work in accordance with the following divisions:

I. Subject Matter Concentration (14-22 s.h.)

Courses must be elected in three of five Social Sciences (Economics, Geography, History, Political Science, Sociology-Anthropology) to a minimum of 12 s.h. Four semester hours may be elected in allied fields (English, Mathematics, Foreign Language).

Criminology

See pages 102-107 for staff and course descriptions.

Economics

Econ	501	Foundations of Modern Economics	3 s.h.
Econ	525	Monetary Economics	3 s.h.
Econ	551	International Economics	3 s.h.
Econ	552	Comparative Economic Systems	3 s.h.
Econ	553	Contemporary Economic Issues	3 s.h.
Econ	554	Economics Seminar	3 s.h.
Econ	555	Labor Economics	3 s.h.
Econ	556	History of Economic Thought	3 s.h.

Geography

See pages 133-137 for staff and course descriptions.

History

See pages 144-146 for staff and course descriptions.

Political Science

PolS	501	Studies in Political Science	3 s.h.
PolS	502	Studies in Political Science	3 s.h.
PolS	510	Seminar in Community College Teaching	2 s.h.
PolS	550	The Presidency	3 s.h.
PolS	551	Legislative Process	3 s.h.
PolS	552	Public Opinion	3 s.h.
PolS	553	American Political Parties	3 s.h.
PolS	554	Metropolitan Problems	3 s.h.
PolS	558	Judicial Process	3 s.h.
PolS	559	Constitutional Law and Civil Liberties	3 s.h.
PolS	560	Political Philosophy	3 s.h.

PolS	561	Modern Political Thought	3 s.h.
PolS	570	Foreign Policy Studies	2 s.h.
PolS	571	Federal Administrative Policy	3 s.h.
PolS	572	Comparative Political Studies	2 s.h.
PolS	573	Regional Political Studies	2 s.h.
PolS	574	Political Science Seminar (Prerequisite)	2 s.h.
PolS	581-		
	586	Political Systems:	
PolS	581	Latin America	3 s.h.
PolS	582	Africa	3 s.h.
PolS	583	Asia	3 s.h.
PolS	584	Middle East	3 s.h.
PolS	585	Central and Eastern Europe	3 s.h.
PolS	586	Atlantic Community	3 s.h.
PolS	599	Political Science Internship	1-6 s.h.

Psychology

See pages 179-182 for staff and course descriptions.

Sociology-Anthropology

Soc	562	Deviant Behavior	3 s.h.
Soc	563	Intergroup Relations	3 s.h.
Soc	564	Sociology Seminar (Prerequisite)	3 s.h.
Soc	565	Adolescent in American Society	3 s.h.
Anth	591	Studies in Anthropology	3 s.h.
Anth	592	Comparative Cultures	3 s.h.
Anth	593	The Science of Culture	3 s.h.
Anth	594	Anthropology Seminar (Prerequisite)	3 s.h.
Anth	595	Pre-History	3 s.h.

Unclassified

SS	511	Social Science Seminar	2 s.h.
SS	514	Research Methodologies in the Social Science	2 s.h.
SS	521	Contemporary American Issues	2 s.h.
SS	561	Social Policy Studies	2 s.h.
SS	598-599	Contemporary Europe	2-6 s.h.

II. Professional Studies (6-12 s.h.)

EdPsy	578	Advanced Studies in Learning Problems	2 s.h.
EdPsy	506	Advanced Educational Psychology	2 s.h.
EdPsy	573	Advanced Psychology of Adolescent Education	2 s.h.
FdEd	513	Sociological Foundations of Education	2 s.h.
		or	
FdEd	512	Philosophical Foundations of Education	2 s.h.
		or	
FdEd	511	Historical Foundations of Education	2 s.h.
SS	510	New Approaches in Social Science Instruction	2 s.h.

III. Research (4-6 s.h.) Students must program a methods course early in their graduate work. This is followed by a seminar in which all theses or projects are initiated.

Methods (2 s.h.)

SS 514 Research Methodologies in Social Science

or

Grad 515 Elements of Research
Seminar (2 s.h.)

Project or Thesis (0-2 s.h.)

MASTER OF ARTS IN SOCIAL SCIENCE

This degree is designed to prepare instructors of Junior College teaching. It emphasizes preparation in two of the seven Social Sciences (Criminology, Economics, History, Geography, Political Science, Psychology, Sociology-Anthropology) in a major-minor arrangement. Students program as interns in each of these fields in a course that stresses the organization, focus, teaching techniques and materials of the discipline in general education. For a list of departments currently participating in the program, consult the Director.

- I. Subject Matter (20-22 s.h.)
 1. Major Field (12-14 s.h.)
 2. Minor Field (8-10 s.h.)
- II. Professional Courses (4 s.h.)
 1. Internship: Major Field (2 s.h.)
 2. Internship: Minor Field (2 s.h.)
- III. Research Requirement (4-6 s.h.)
 1. Elements of Research or Research Methodologies in Social Science (2 s.h.)
 2. Seminar — Major Field (2 s.h.)
 3. Project or Thesis (0-2 s.h.)

COURSE DESCRIPTIONS — ECONOMICS

Econ 501 Foundations of Modern Economics 3 s.h.

(Not open to students who have credits of C or better in undergraduate Econ 121-122 sequence — Principles of Economics I and II — or equivalent.) Designed for the student who is not already well grounded in the field. Modern mixed capitalism, the price and market systems, and alternatives; national accounts concepts; full employment theory; economic stability; monetary and fiscal practices; product and factor pricing.

Econ 525 Monetary Economics 3 s.h.

An examination of monetary economics: the structure and function of monetary institutions including the Federal Reserve System, the commercial banks, financial intermediaries, the theory of the monetary economy, and monetary policy. Prerequisite: Econ 501 or six s.h. of Principles of Economics.

Econ 551 International Economics 3 s.h.

The nature of the world economy, international trade, international investment, current international institutions, and the foreign economic policy of the United States. Prerequisite: Econ 501, or credits of C or better in six s.h. of Principles of Economics.

Econ 552 Comparative Economic Systems 3 s.h.

Basic economic issues in capitalism, socialism, communism, and fascism, and their relationships to political and social problems. Prerequisite: Econ 501, or credits of C or better in six s.h. of Principles of Economics.

Econ 553 Contemporary Economic Issues 3 s.h.

Attention will be centered on problem areas of the domestic economy in this course. The primary focus in each semester will be determined by student-instructor interest. Prerequisite: Econ 501, or credits of C or better in six s.h. of Principles of Economics.

Econ 554 Economics Seminar 3 s.h.
 Area research in the discipline, considering various facets of a central problem. Prerequisite: Econ 501, or credits of C or better in six s.h. of Principles of Economics.

Econ 555 Labor Economics 3 s.h.
 A study of the problems involved in the relations between the workers and management in a dynamic industrial society, and the economic aspects of the solutions proposed or attempted by labor, management, and the government. May not be programmed by students with undergraduate credit for Industrial Relations. Prerequisite: Econ 501, or credits of C or better in six s.h. of Principles of Economics.

Econ 556 History of Economic Thought 3 s.h.
 Examination of the social, political, intellectual, and economic origins of the work of the more prominent past economists, and of the content and impact of their work. Prerequisite: Econ 501, or credits of C or better in six s.h. of Principles of Economics.

COURSE DESCRIPTIONS — POLITICAL SCIENCE

PolS 501/502 Studies in Political Science each 3 s.h.
 In depth study of a specific problem or topic not regularly treated in courses. Emphasis is on readings and writing papers assigned by instructor. (Staff)

PolS 510 Seminar in Community College Teaching 2 s.h.
 Designed especially to prepare Community College instructors through an emphasis on the objectives, materials, techniques and evaluation of general education programs in Political Science. Summer only. (Staff)

PolS 550 The Presidency 3 s.h.
 An examination of the Office of President with attention to constitutional foundations, evolution, structure powers, and functions. Evaluation of the changing natures of the office within the American political system is stressed. Some comparisons are made between presidential and parliamentary systems and between the offices of President and Governor. May not be programmed by students with undergraduate credit in the Presidency. (Thorpe)

PolS 551 The Legislative Process 3 s.h.
 A functional study of legislative bodies and the process of legislation, covering the organization of legislative assemblies, operation of the committee system procedures, bill drafting aids, and controls over legislation. May not be programmed by students with undergraduate credit in Legislative process. (Thorpe)

PolS 552 Public Opinion 3 s.h.
 A study of the nature of public opinion within the political system. Attention is given to the formation of public opinion, expression, propaganda, mass media, and interest groups. May not be programmed by students with undergraduate credits in Public Opinion. (Green)

PolS 553 American Political Parties 3 s.h.
 Traces historically the development of American Political Parties. Major emphasis will be placed on modern party developments since 1900. May not be programmed by students who have undergraduate credit in American Political Parties. (Smith)

PolS 554 Metropolitan Problems 3 s.h.
 Analyzes the multiplicity of problems facing our metropolitan areas.

Explores the nature and limits of judicial power, the courts as policy-making bodies, the selection of judges, the decision process, the external forces impinging on the courts, and the role of the Supreme Court in its relationship with Congress, the Presidency, and federalism. Judicial biographies and case studies are included. May not be programmed by students with undergraduate credit in Judicial Process. (Kcne)

A study of the development of constitutional law through leading Supreme Court decisions. Topics treated include the scope of federal powers, civil liberties and civil rights, the nature of judicial review, federal-state relations. Attention is given to the continuing controversy over the role of the Supreme Court in American Society. May not be programmed by students with undergraduate credit in Constitutional Law. (Keene)

The evolution of the Western political tradition of Constitutionalism from Plato and Aristotle to Locke and Montesquieu. The religious (Judeo-Christian) and rational (Graeco-Roman) foundations. Medieval theories of authority and representation in church and state. Early modern theories of authority and sovereignty (Bodin and Hobbes). Emphasis on analysis of writings of leading theorists. Concepts of law, natural rights, liberty and equality, and justice are treated in detail. May not be programmed by students with undergraduate credit in political Philosophy. (Wilson)

The development of political thought since the mid-16th century. (Rousseau) Classic Liberalism of the Philosophic Radicals. Conservative thought since Burke. The nature and origin of modern irrational ideologies such as fascism and national socialism. Socialist thought (Marxist and non-Marxist). Contemporary collectivist liberalism. May not be programmed by students with undergraduate credit in Modern Political Thought. (Wilson)

Considers selected problems in international affairs. Emphasis is placed on those problems and conflicts which have evolved in the post-war era, particularly as they relate to the position of the United States in World Affairs. Specific problems are approached both in terms of the countries involved and in terms of the existing balance in the world economic, ideological, and power structure.

An intensive study of the role of federal agencies and their administrators in determining and developing public policy. Public administration in practice is emphasized by utilizing case studies. Previous course in Public Administration is desirable but not required. May not be programmed by students with undergraduate credit in Federal Administrative Policy. (Palmer)

Considers the theory, structure, politics, and problems of selected foreign governments. Specific political ideas and governmental institutions are also analyzed from the comparative point of view. Special emphasis is placed on comparing and contrasting ideas and institutions with those of the United States. (Morris, Carone, Platt)

PolS 573 Regional Political Studies 2 s.h.

Examines the structure and function of state, county, and municipal governments. It emphasizes the problems faced by government at these levels and seeks solutions to these problems. Pennsylvania governmental forms are stressed but are contrasted with those of other states. (Heiges)

PolS 574 Political Science Seminar 2 s.h.

Area research in the discipline, considering various facets of a central problem. Prerequisite: Grad. 515 or SS 514. (Staff)

PolS 581-586 Political Systems 3 s.h.

An intensive comparative study of the government and politics of a selected region. PolS 572 Comparative Political Studies should be taken first, if possible.

PolS 581 Latin America (Chaszar)**PolS 582 Africa (Carone)****PolS 583 Asia****PolS 584 Middle East****PolS 585 Central and Eastern Europe (Platt)****PolS 586 Atlantic Community (Carone)****PolS 599 Political Science Internship 1-6 s.h.**

Practical experience in government and politics. Students are individually assigned to a cooperating local or state government agency, political party, or interest group, or to a federal or international agency when arrangements can be made. Examples: Assemblyman, Congressman, Community Action Program, Borough Manager, Planning Commission, Public Defender, Party Committee, CIO-AFL. Student will report periodically to Professor in charge, and undertake reading assignments and write such reports and papers as the Professor may require. Course credit hours will be determined by Department Chairman and by Professor in charge. Course grade will be determined by the Professor. Prerequisite: Must have approval of instructor and Political Science Department chairman. Course is offered only when arrangements for internship can be made with cooperating agencies and is normally available only to full-time students or during summer sessions. (Heiges)

COURSE DESCRIPTIONS—SOCIOLOGY-ANTHROPOLOGY**Soc 562 Deviant Behavior 3 s.h.**

Crime as a social product. The social-individual analysis of criminal behavior, its treatment and prevention. Lectures, discussions, papers. Prerequisite: Principles of Sociology. (Newhill)

Soc 563 Intergroup Relations 3 s.h.

Intergroup tensions and conflicts will be the subject of study with the major emphasis upon techniques of social action designed to reduce conflict. Prerequisite: Principles of Sociology. (Shea)

Soc 564 Sociology Seminar 3 s.h.

Area research in the discipline, considering various facets of a central problem. Prerequisite: Grad 515. (Staff)

Soc 565 Adolescent in American Society 3 s.h.

A study of the American Adolescent in his varieties is attempted in this course. Because literature and research concern themselves mainly with the alleged pathologies of the American Adolescent and the dysfunctions of

contemporary culture and society it is the task of the lecturer to abstract, with the help of discussion, that elusive "American Adolescent" who may become a non-delinquent as well as a delinquent. In doing so one must also view the contemporary American society and culture in this objective vein.

Anth 591 Studies in Anthropology 3 s.h.

A survey for graduate students of the evolution of man and culture, presenting the principal findings of physical and cultural anthropology. (Staff)

Anth 592 Comparative Cultures 3 s.h.

A comparative study of selected examples of the world's cultures, from primitive hunters to modern industrial systems, as adaptations to their geographical and social habitats. (Staff)

Anth 593 The Science of Culture 3 s.h.

An introduction to the major theories of cultural anthropology which are employed to account for the variety and structure of man's cultures. (Staff)

Anth 594 Anthropology Seminar 3 s.h.

Area research in the discipline, considering various facets of a central problem. Prerequisite: Grad 515. (Staff)

Anth 595 Pre-History 3 s.h.

A survey of the evolution of man and culture in the Old and New World from the earliest fossil and cultural forms to the Archaic Civilizations. Prerequisite: Introduction to Anthropology. May not be programmed by students with undergraduate credit for Archaeology. (Staff)

COURSE DESCRIPTIONS — UNCLASSIFIED

SS 510 New Approaches in Social Science Instruction 2 s.h.

Selected new and innovative curriculum projects and materials are examined, beginning with an analysis of recent research in the behavioral sciences and history. Some emphasis will also be placed on strategies for use of such materials in the classroom. (Thorpe)

SS 511 Social Science Seminar 2 s.h.

Research in the methodology of Social Science in the Secondary schools. Restricted to M.Ed. candidates. Prerequisite: Grad 515 or SS 514.

SS 514 Research Methodologies in the Social Science 2 s.h.

Selection of a research topic, techniques of locating and using source materials, the evaluation of evidence, the organization of the tested data, and the exposition of the tested data according to approved forms. Methodologies of value of students of politics, economics, or sociology will receive attention, in addition to those techniques usually treated in historiography. (Green)

SS 521 Contemporary American Issues 2 s.h.

This course will be conducted in seminar fashion, centering its attention on one or two major contemporary American issues. Open only to non-majors in the Social Sciences. (Lee)

SS 561 Social Policy Studies 2 s.h.

Focusing on several key issues on the American social scene, the class will examine the genesis of each problem, the present conflict of values inherent in the problem, the alternative proposals for its solution and the social consequences. Open only to non-majors in the Social Sciences. (Newhill)

SS 598-599 Contemporary Europe

2-6 s.h.

A study project devoted to the politics, economics, sociology, history and culture of Europe through direct observation. (Staff)

(SS 598 is also used to designate Argentine Study Abroad. For details, contact the Center for International Studies.)

CONTEMPORARY EUROPE

The Social Science Division annually sponsors a study-tour of Europe during the Summer Session. This course, which carries 2-6 hours of graduate credit, emphasizes the economic, social, political, and military organization of the continent based on the historical development of the region. Interested students are invited to write to:

Contemporary Europe
Center for International Studies
Indiana University of Pennsylvania
Indiana, Pennsylvania 15701

Course descriptions for all History courses may be found in this bulletin under the History section, Geography under the Geography section, and those for Psychology under the Psychology section.

SPECIAL EDUCATION AND CLINICAL SERVICES

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The graduate program offers students a major option in one of the following four areas of concentration: (1) Mentally Retarded (2) Speech and Hearing (3) Emotionally Disturbed (4) Learning Disabilities. Each concentration area leads to the Master of Education degree. A graduate level of competency in these areas is in accord with national standards now emphasized by professional organizations such as the Council for Exceptional Children and the American Speech and Hearing Association.

Students working toward the M.Ed. degree in any of the four concentration areas should select 14-18 semester hours in their concentration area (Group I). Students should also select 8-12 semester hours in the area of Professional Studies and Electives (Group II), 2 semester hours in the area of Foundations of Education (Group III), and 2 semester hours in the area of Research (Group IV).

Grad 515, Elements of Research should be taken early in the student's program, for in this course plans for the thesis or research project may be started. However, it should not be scheduled at the very beginning of the program.

Admission to the M.Ed. program assumes that certain prerequisites normally included in the student's undergraduate major have been completed successfully. The prerequisites are specified individually for each of the four concentration areas, as outlined below.

CURRICULUM FOR THE MASTER OF EDUCATION DEGREE

A minimum of 30 semester hours is required for the Master of Education degree. Candidates with teaching certification in fields other than Special Education will be required to complete additional semester hours depending on individual background.

Group I. Subject Matter Concentration — Select 14-18 semester hours in one option.

Four options of Subject Matter Concentration are offered, each leading to the Master of Education Degree; (1) Mentally Retarded; (2) Speech and Hearing; (3) Emotionally Disturbed; (4) Learning Disabilities.

(1)MENTALLY RETARDED:

Admission of majors in this area of concentration assumes that the student has basic teaching certification in this field, or is working toward such certification. A student with a deficiency may be admitted provisionally with the understanding that deficiencies will be made up. Upon successful completion of the courses required to remove the deficiency the student will be accepted to full graduate status.

Select 14-18 semester hours with adviser's approval:

SE	539	Psychology of the Mentally Retarded	2 s.h.
SE	520	Curriculum and Methods (Elementary)	2 s.h.
SE	521	Curriculum and Occupational Education (Secondary)	2 s.h.

SE	522	Orientation to Rehabilitation	2 s.h.
SE	530	Organization and Administration of Programs for Exceptional Children	2 s.h.
SE	535	Guidance and Adjustment	2 s.h.
SE	540	Diagnostic Techniques in Special Education	2 s.h.
SE	541	Interpretation of Psychological Test	2 s.h.
SE	545	Community and Agency Planning	2 s.h.
SE	555	Practicum and Internship	2-4 s.h.
SE	560	Selected Problems and Research	2 s.h.
SE	565	Education of Children with Social and Emotional Maladjustments	2 s.h.

(2) SPEECH AND HEARING:

In admission of majors in Speech and Hearing, students must have completed at least 18 semester hours of certain subjects normally included in the undergraduate major. If a student lacks three or more credits of prerequisites he may be provisionally admitted to the department and upon successful completion of the courses required to remove the deficiencies will be accepted to full graduate status.

Select 14-18 semester hours with adviser's approval:

A. Basic Area (select 2 s.h. of course work in this area)

SH	550	Speech Science	2 s.h.
SH	650	Experimental Phonetics	2 s.h.

B. Speech Concentration

SH	504	Diagnostic Methods	2 s.h.
SH	510	Articulation	2 s.h.
SH	512	Cleft Palate	2 s.h.
SH	514	Cerebral Palsy	2 s.h.
SH	516	Stuttering	2 s.h.
SH	518	Voice	2 s.h.
SH	530	Childhood Aphasia	2 s.h.

C. Hearing (select 2-4 s.h. in this area)

SH	540	Advanced Audiology.	2 s.h.
SH	640	Theories of Hearing	2 s.h.

D. Advanced Clinic Practicum (select 4-6 s.h. in this area; a minimum of 6 s.h. of graduate work are prerequisite)

SH	561	Advanced Clinical Practicum I	2-3 s.h.
SH	663	Advanced Clinical Practicum II	2-3 s.h.

(3) EMOTIONALLY DISTURBED:

A prerequisite for admission to the M.Ed. program in this concentration area is basic teaching certification. It is assumed that course work in the basic skill subjects of teaching reading and teaching arithmetic are included in the student's background. Work in human growth and development and in mental health are also considered fundamental.

The following concentration leads to the M.Ed. degree with certification to teach the Emotionally Disturbed, as an extension of a basic teaching certificate. Select 14-18 semester hours with adviser's approval:

*SE	565	Education of Children with Social and Emotional Maladjustments	2 s.h.
*SE	555	Practicum and Internship	2-6 s.h.
*SE	540	Diagnostic Techniques in Special Education	2 s.h.
SE	522	Orientation to Rehabilitation	2 s.h.
EdPsy	532	Studies in Pupil Adjustment	2 s.h.
SE	560	Selected Problems and Research	2 s.h.

SE	530	Organization & Administration of Programs for Exceptional Children	2 s.h.
SE	535	Guidance and Adjustment	2 s.h.
**SE	531	Psychology of Exceptional Children and Youth	2 s.h.
SE	546	Teaching the Trainable Mentally Retarded	2-3 s.h.
Psy	534	Abnormal Psychology	2 s.h.
Psy	536	Psychology of Learning	2 s.h.

*Required.

**Required of students without a previous course on exceptional children.

(4) LEARNING DISABILITIES:

A prerequisite for admission to the M.Ed. program in this concentration area is basic teaching certification. It is assumed that course work in the basic skill subjects of teaching reading and teaching arithmetic are included in the student's background. Work in human growth and development and in mental health are also considered fundamental.

The following concentration leads to the M.Ed. degree in the area of Learning Disabilities:

Select 14-18 semester hours with adviser's approval:

*SE	566	Education of Children with Learning Disabilities	2 s.h.
*SE	540	Diagnostic Techniques in Special Education	2 s.h.
*SE	555	Practicum and Internship	2-6 s.h.
El	501	Diagnosis and Remediation of Reading Disabilities	2 s.h.
**SE	531	Psychology of Exceptional Children and Youth	2 s.h.
SH	530	Childhood Aphasia	2 s.h.
Psy	536	Psychology of Learning	2 s.h.
EdPsy	521	Diagnosis of Learning Disabilities	2 s.h.
EdPsy	532	Studies in Pupil Adjustment	2 s.h.
SE	560	Selected Problems and Research	2 s.h.
SE	530	Organization and Administration of Programs for Exceptional Children	2 s.h.
El	504	Remediation of Severe Reading Disability Cases	2 s.h.

*Required.

**Required of students without a previous course on exceptional children.

Group II. Professional Studies and Electives — select 8-12 semester hours according to major subject matter concentration:

SE	531	Psychology of the Exceptional Child	2 s.h.
SE	524	Principles and Practices in Speech Improvement	2 s.h.
CnEd	531	Philosophy and Principles of Guidance	2 s.h.
CnEd	533	Evaluation Methods in Guidance I	2 s.h.
CnEd	534	Evaluation Methods in Guidance II	2 s.h.
Psy	530	Psychology of Growth and Development	2 s.h.
Psy	533	Psychology of Personality	2 s.h.
Psy	534	Abnormal Psychology	2 s.h.
Psy	536	Psychology of Learning	2 s.h.
Psy	540	Community Psychology & Mental Health	3 s.h.
Ed	534-535	Diagnosis and Remediation in Reading	2-4 s.h.
Grad	516	Statistical Methods I	2 s.h.
Grad	517	Statistical Methods II	2 s.h.
El	500	Basic Foundation of Reading Disabilities	2 s.h.
El	501	Diagnosis and Remediation of Reading Disabilities	2 s.h.
LRes	502	Programmed Learning	2 s.h.
SE	535	Guidance and Adjustment	2 s.h.
SE	538	Psychology of the Gifted Child	2 s.h.
Grad	550	Thesis	2-4 s.h.

Group III. Foundation of Education — select 2 semester hours:

FdEd	511	Historical Foundations of Education.	2 s.h.
FdEd	512	Philosophical Foundations of Education.	2 s.h.
FdEd	513	Social Foundations of Education	2 s.h.

Group IV. Research — 2 semester hours required. (See also Professional Studies & Electives for Thesis listing).

Grad	515	Elements of Research	2 s.h.
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COURSE DESCRIPTIONS

MENTALLY RETARDED — EMOTIONALLY DISTURBED — LEARNING DISABILITIES

SE 520 Curriculum and Methods (Elementary) 2 s.h.

A basic course dealing with the design of curricular content, selection of instructional materials, and procedures at elementary age levels. Curriculum development and selected activities designed for retarded pupils are analyzed according to sequence and relevance of content, and levels of social maturity among pupils. Representative curricula are evaluated according to specified criteria. Prerequisite: SE 531, SE 539.

SE 521 Curriculum and Occupational Education (Secondary) 2 s.h.

Considers adjustments in regular organization and curriculum which are specifically designed for retarded youth of secondary school age. Emphasis is placed upon content and procedures for developing attitudes, knowledge, and skills among pupils, in preparation for post-school adjustments to suitable work situations and responsible adulthood. Prerequisite: SE 531, SE 539.

SE 522 Orientation to Rehabilitation 2 s.h.

Principles and practices in rehabilitation are introduced, with attention given to the contributions of teachers, counselors, nurses, social workers, psychologists, speech therapists, and other professional workers.

SE 524 Principles and Practices in Speech Improvement 2 s.h.

This course will provide for the study of the normal development of speech, classroom methods in speech improvement, and special consideration for children handicapped in speech or hearing. Library research, project work, demonstrations and experimentation will be heavily stressed.

SE 530 Organization and Administration of Programs for Exceptional Children 2 s.h.

Principles, practices, and problems of administration and supervision are considered as they relate to developing and maintaining special education programs. Criteria are analyzed for use in evaluation of local programs. The functions of administrators and supervisors in school systems are compared according to rural, urban, or state-wide responsibilities. Prerequisite: SE 520, 521, 540. (Required for administrators and supervisors.)

SE 531 Psychology of the Exceptional Child 2 s.h.

Designed to aid the student in meeting the needs of those children who deviate from the typical in areas of physical, mental, emotional, and educational developments. Consideration will be given to methods of instruction and curricular material.

SE 535 Guidance and Adjustment 2 s.h.

Home, school, and community influences are analyzed in family adjustment to the presence of an exceptional child. Family reactions are considered in behavioral differences among children with various degrees of exceptionabilities.

Emphasis is given to guidance skills and knowledges needed by teachers and other professional workers in the field of exceptionability.

SE 538 Psychology of the Gifted Child 2 s.h.

Characteristics of the bright, fast-learning child will be explored along with implications for education. Emphasis will also be given to measurement techniques, motivational factors, and personality dynamics.

SE 539 Psychology of the Mentally Retarded 2 s.h.

Characteristics of the slow-learner and of the non-educable child will be explored along with implications for education. Emphasis will also be given to measurement techniques, motivational factors and personality dynamics.

SE 540 Diagnostic Techniques in Special Education 2 s.h.

Diagnostic procedures and appropriate test materials are selected for use in assessment of pupils with mental, physical, emotional, and learning disabilities. Observations and demonstrations are analyzed critically. Reporting and interpreting results of diagnostic procedures are integrated with remedial or developmental recommendations in individual case studies. Prerequisite: SE 531, SE 539.

SE 541 Interpretation of Results of Psychological Tests 2 s.h.

Results of psychometric tests are analyzed and interpreted. Various standardized psychological instruments and test batteries are considered in the light of their purpose and usage. Both individual and group test results are examined critically.

SE 545 Community and Agency Planning 2 s.h.

Selected professional, governmental and community organizations are studied for their contributions to comprehensive planning toward educational, personal-social, and occupational adjustments. Social, educational, economic, and cultural aspects are analyzed.

SE 546 Teaching the Trainable Mentally Retarded 2-3 s.h.

Teaching the Trainable Mentally Retarded provides for an analysis of curriculum and program content for the trainable mentally retarded ranging from preschool age to adult ages. The course will be directed toward students and teachers who plan to teach the trainable retarded in public schools, institutional facilities, and/or sheltered workshops.

SE 555 Practicum and Internship 2-6 s.h.

Advanced students are offered guided practicum experiences in selected schools, residential institutions, clinics, or agencies. Internship or supervised student teaching is planned individually. Students analyze, evaluate, and report on their experiences.

SE 560 Selected Problems and Research 2 s.h.

Major theories and practices in special education are evaluated. Students have an opportunity to review critically recent developments in the field. Opportunity is afforded for independent readings and limited research reports. A student may identify a topic for subsequent development as his thesis or research project. Prerequisites: SE 539, SE 540.

SE 565 Education of Children with Social and Emotional Maladjustments 2 s.h.

Examines reactions of children in the schools who deviate in their emotional or social behavior. Consideration is given to children who habitually exhibit overcontrolled, undercontrolled, or immature reactions. Identification, characteristics, educational provisions, and preventive measures are emphasized.

SE 566 Education of Children with Learning Disabilities 2 s.h.

Emphasizes the curriculum and remedial instruction for children with special learning disabilities who exhibit a disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written language. These may be manifested in disorders of listening, thinking, talking, reading, writing, spelling, or in arithmetic.

SPEECH AND HEARING

(Students working for the Master of Education Degree with a major in Speech and Hearing will complete a minimum of thirty (30) semester hours in the total program. In the area of subject matter concentration fourteen to eighteen (14 to 18) semester hours will be required, with at least two (2) semester hours in the basic area, two to four (2-4) semester hours in the hearing area and from four to six (4-6) in clinical practicum. At least six (6) semester hours of graduate work are prerequisite to enrollment in practicum courses.)

A. Basic Area**SH 550 Speech Science 2 s.h.**

A physiological, neurological, and acoustical study of the communicative process with special attention to speech monitoring, controls and perception. Emphasis will be placed on current research methodology, clinical instrumentations, and laboratory techniques.

SH 650 Experimental Phonetics 2 s.h.

An application of laboratory and research techniques in phonetics; developments of palatograms; experience in use of the polygraph; kymograph, pneumagraph and other electronic equipment; analysis of the recordings and their significance in diagnosis and therapy.

B. Speech Concentration**SH 504 Diagnostic Methods 2 s.h.**

A compilation and evaluation of diagnostic resources applicable to evaluation of speech disorders bases for selection of appropriate materials in differential diagnoses; interpretation of test results and their significance in planning future therapy.

SH 510 Articulation 2 s.h.

Advanced study of speech production with major emphasis on the articulatory mechanism and its functioning in relationship to the total speech process; recognized etiologies, diagnoses, and symptomatology of articulatory disorders. Various methods of treatment, their rationale, appropriate use and adaptation to group or individuals. Critical review of selected topics of research.

SH 512 Cleft Palate 2 s.h.

A study of the embryology of the facial and cranial skull with emphasis on the development of the oral pharyngeal structures associated with speech; theories of etiology, classifications of lip and palatal clefts; methods of surgical and prosthetic repair with consideration to the appropriateness and feasibility of a specific procedure; principles and methods of speech and language training.

SH 514 Cerebral Palsy 2 s.h.

The neuropathology of the central nervous system as associated with types of cerebral palsy; the basis for sensory-motor and perceptual disabilities and speech and hearing handicaps; the emotional, intellectual, physical and psychological problems of the cerebral palsied individual and the means and methods of his habilitation with emphasis on the role played by the speech and hearing therapist in this habilitation.

SH 516 Stuttering

2 s.h.

An intensive study of the nature of the stuttering disorder and its effects in the dynamics of personality development, evaluation of prevalent casual theories and their implications for both symptomological and psychological methods of treatment as adapted to individuals or group situations. Review of pertinent and recent research topics.

SH 518 Voice

2 s.h.

An advanced study of the theory of voice production with emphasis on physiology, pathology and malfunctioning which produce voice defects; the possible relationship of disorders of voice and disorders of personality; diagnostic methods and therapeutic considerations for both organic and psychogenic disorders. Special attention will be given to therapy for the laryngectomized.

SH 530 Childhood Aphasia

2 s.h.

Review of factors in differential diagnosis, characteristics, and capacities of aphasic children and means of assessing them; principles and techniques of teaching including the Association Method; approaches to helping parents understand the problems of the aphasic child.

SH 532 Adult Aphasia

2 s.h.

Consideration of trauma and of cerebro-vascular accident in relation to aphasia and brain function; methods of diagnosis and evaluation of the sensory and motor skills with emphasis on the communication function; the impact of speech and language loss on personality; and principles and techniques of speech and language relearning with attention to the influence of psychological and physiological factors on the relearning process.

C. Hearing

SH 540 Advanced Audiology

2 s.h.

The identification of types of hearing loss by special audiological tests speech audiometry, Bekesy, SAL, tone decay, PGSR; interpretation of the audiogram and its relevancy to diagnosis and remedial procedures functions and characteristics of hearing aids with respect to speech reception and discrimination.

SH 640 Theories of Hearing

2 s.h.

An intensive review of the neurophysiology of the auditory system; the cochlea as a sound analyzer; pathways from cochlea to cerebral cortex; experimental studies of the auditory systems of animals and electrical potentials of nerve action.

D. Advanced Clinical Practicum

SH 561 Advanced Clinic Practicum I

2-3 s.h.

Supervised clinical practice with children and/or adults exhibiting functional or organic speech and hearing problems of varying degrees of severity; diagnosis of problems and acceptance of responsibility for planning complete programs of habilitation, stressing the speech and language area. Interviewing, counseling and report writing will be included. Two clock hours per credit.

SH 663 Advanced Clinic Practicum II

2-3 s.h.

Students will be expected to assume full responsibility for interviewing, diagnosing, counseling, planning a program of either individual or group therapy and implementing it for persons exhibiting either functional or organic speech, or hearing problems of a moderately severe nature. Reports will be required, but actual supervision should be held to a minimum. Two clock hours per semester hour.



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INDEX
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 (Three students elected Annually)

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Kenneth Brode	German and Slavic Languages
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John P. Burke	Military Science
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Richard M. Strawcutter	Allied Health Professions
Morton Morris	Special Education
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INDEX

Academic Load 38

Admission to Graduate Study

 Procedure 35

 Policy 34

 When to Apply — See Calendar 6-8

Admission to Candidacy for a Degree 45

Advanced Graduate Study Beyond Master's Degree 52

Advisory System 38

Administration 214

Auditors 37

Calendar 6-8

Class Cancellation 41

Class Schedules

 Pre-Summer Session, 1974 10

 Main Summer Session, 1974 12

 Post-Summer Session, 1974 15

 Fall Semester, 1974 17

 Spring Semester, 1975 21

Computer Center 29

Computer Science 65

Cooperative Work Experience in Office or Distributive Occupations 86

Counselor Education Certification 95

Criminology 102

Delta Pi Epsilon Graduate Scholarship 31

Department Chairmen 215

Department Curriculums, Instructions and Course Descriptions

 Art 68

 Biology 74

 Business 81

 Chemistry 89

 Counseling and Guidance 95

 Criminology 102

 Economics 199

 Educational Psychology 108

 Elementary 112

 English 120

 Foundations of Education 131

 Geography 133

 GeoScience 138

 Health and Physical Education 143

 History 144

 Home Economics 147

 Learning Resources and Mass Media 152

 Mathematics 158

 Mathematics for the Elementary School Teacher 163

 Music 168

 Philosophy 173

 Physics 174

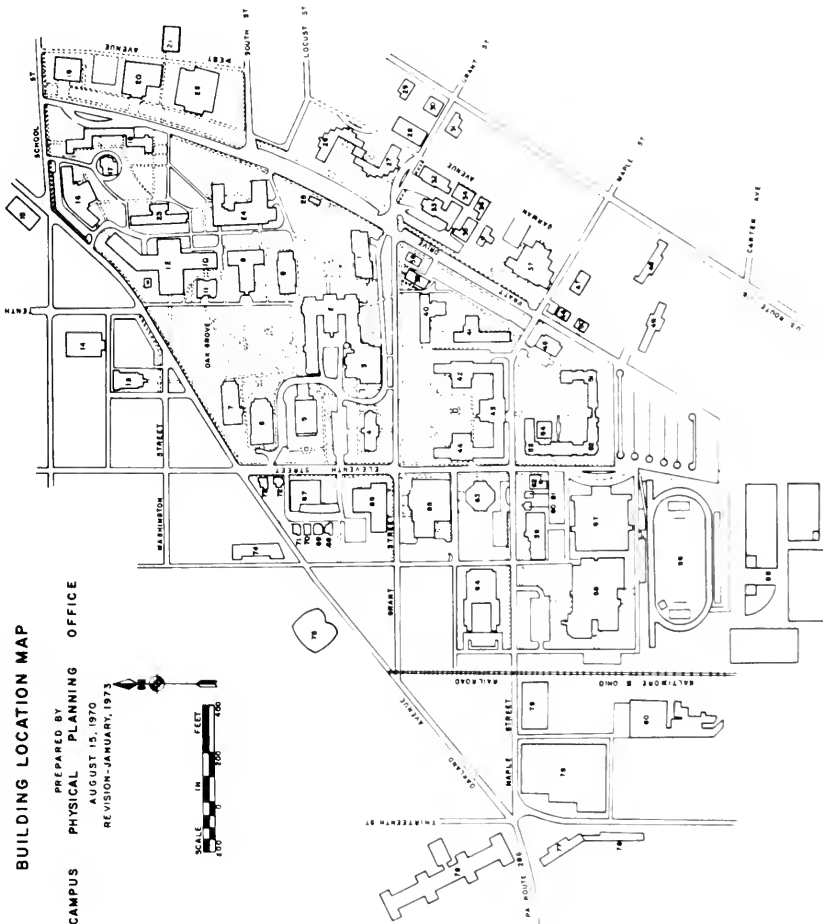
 Political Science 200

Psychology	179
Reading	183
Romance and Classical Languages	187
Science	191
Science for the Elementary School Teacher	193
Social Science	197
Sociology & Anthropology	202
Special Education and Clinical Services	205
Student Personnel Services in Higher Education	100
Doctor's Degree	53
Doctor of Education	53
Doctor of Philosophy	58
Faculty	216
Fees	39
Financial Aid	
Assistantships	30
Counselorships for Men	31
Counselorships for Women	32
Scholarships	31
Forms: Research Approval	233
Foundations of Education	131
Full-time Students	38
General Service Courses	64
Graduate Council	215
Graduation (Application)	46
Graduate Record Examination	37
History of Graduate School	28
Housing Facilities	32
Internship in Elementary Education	114
Learning Research Center	29
Library	28
Location	28
Part-time Students	38
Permanent Certification Requirements	46
Placement Service	30
Principal's Certification	43
Programming and Registration	38
Refunds	39
Research Courses	64
Research Requirement	47
Residence	45
Scholarship Requirement	46
Semester Hours Required	46
Statistics Courses	65
Student Personnel Services in Higher Education	100
Student Responsibility	41
Supervised Laboratory Experience	64
Time Limit	46
Transfer of Credit	45
University Catalog	28
Veterans	32
Withdrawal from Classes	40

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AUGUST 13, 1970
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ALPHABETICAL KEY

- 1-ADMINISTRATIVE ANNEX
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NUMERICAL KEY

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